REPORT RESUMES

ED 017 787 AC 001 336

BASIC EDUCATION FOR ADULTS, ARE SPECIAL TOOLS AND TECHNIQUES NEEDED. PANEL AND WORKSHOP VI.

BY- MCCALLEY, HAZEL AND OTHERS

PUB DATE 66

EDRS PRICE MF-$0.50 HC-$2.68 65P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *TEACHING TECHNIQUES, *MIDDLE AGED, *LITERACY EDUCATION, *JOB TRAINING, TRADE AND INDUSTRIAL EDUCATION, TEST CONSTRUCTION, ARITHMETIC, INSERVICE TEACHER EDUCATION, TEACHER ORIENTATION, EVALUATION, ADULT CHARACTERISTICS, COMMUNITY COLLEGES, FEDERAL PROGRAMS, INTERDISCIPLINARY APPROACH, MATERIAL DEVELOPMENT, TEACHER SELECTION, FUNCTIONAL ILLITERACY, UNIVERSITY EXTENSION, FUNCTIONAL READING, MDTA, DETROIT,

LITERACY PROGRAMS REQUIRE APPROPRIATE MATERIALS, ADEQUATE TESTING OF ACHIEVEMENT, AND CAREFUL SELECTION AND TRAINING OF TEACHERS. PUBLISHERS ARE NOW PROVIDING COMPREHENSIVE LEARNING SYSTEMS OF REALISTIC MATERIALS, INCLUDING THE INITIAL TEACHING ALPHABET, WORDS IN COLOR, AND AUDIO TAPES. IN ORDER TO IMPLEMENT AN ADULT BASIC EDUCATION PROGRAM, NORTH CAROLINA SET UP 24 TEACHER TRAINING INSITUTES PROVIDING 16 HOURS OF INTENSIVE INSTRUCTION BY SPECIALISTS. UNIVERSITY EXTENSION PERSONNEL WERE INVITED TO ATTEND AND EXPECTED TO PROVIDE FUTURE WORKSHOPS. IN DETROIT, THE PUBLIC SCHOOL ADULT BASIC EDUCATION PROJECT SET UP A ONE-YEAR MDTA MULTI-OCCUPATIONAL PROGRAM FOR THE FUNCTIONALLY ILLITERATE. IN ORDER TO HAVE SMALLER CLASSES, TEAM TEACHING WAS REPLACED BY THE PLATOON SYSTEM, ONE FOR EACH CURRICULAR AREA. THE LINGUISTIC APPROACH TO READING WAS USED AND WORKSHEETS IN ARITHMETIC MADE TEACHING ON SEVERAL LEVELS POSSIBLE. TRAINEES WERE PREPARED FOR SERVICE, METAL, AUTO, AND COMMERCIAL TRADES AND THREE FOURTHS WERE PLACED. INSTRUCTIONAL MATERIALS AND TESTS FOR COMMUNICATION AND COMPUTATIONAL SKILLS WERE PREPARED. (DISCUSSION FOLLOWED ON SUCH TOPICS AS THE NEED FOR AN INTERDISCIPLINARY APPROACH TO THE MULTI-LEVEL PROBLEM, ROLE OF THE COMMUNITY COLLEGE, AND FEDERAL INTER-PROGRAM COOPERATION) THESE PAPERS WERE PRESENTED AT THE NATIONAL CONFERENCE ON MANPOWER TRAINING AND THE OLDER WORKER, WASHINGTON, JANUARY 17-19, 1966. (PT)

ED017787

PROCEEDINGS

of

NATIONAL CONFERENCE ON MANPOWER TRAINING AND THE OLDER WORKER

January 17-18-19, 1966
The Shoreham Hotel
Washington, D.C.

Sponsored by
Committee on Employment and Retirement
THE NATIONAL COUNCIL ON THE AGING
a non-profit corporation

in cooperation with
The United States Department of Labor
and
The United States Department of Health,
Education and Welfare

under a project
financed through
The Office of
Manpower Planning, Evaluation and Research (OMPER)
United States Department of Labor

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Panel and Workshop VI

BASIC EDUCATION FOR ADULTS
ARE SPECIAL TOOLS AND TECHNIQUES NEEDED?

The Panel was convened at 11:00 o'clock a.m., Tuesday, 18 January 1966, Dr. June Tapp, Research Associate, Assistant Professor, Committee on Human Development, University of Chicago, Panel Chairman and Workshop Discussion Leader.

DR. TAPP: Good morning, I am Dr. Tapp. Let me begin by introducing both the recorder and the resource person. The speakers I will introduce later, one by one.

We have as our recorder Dr. Mary Mulvey who has been active in programs in aging for the past 15 years, on political as well as educational levels, has done research in many aspects of aging and gerontology and is presently working as Coordinator of Adult Basic Education for the Providence Schools.

We also have Dr. Roy B. Minnis who is acting chief of Adult Education, U.S. Office of Education. Dr. Minnis got his Ph.D. from Iowa and he will be our resource unit person.

Our first panelist is Dr. Hazel McCalley, who is a contributing member of the research-consulting community, on problems of national , social and political concern. Dr. McCalley is connected with a social research organization whose expertise in problems of national scope and willingness to deal with such gives pause to those involved in public and private organization, research and policy. Dr. McCalley, Ph.D. in Economics from Wharton School and presently vice president of Greenleigh Associates, brings to this podium broad experience in business, economics, teaching, research and administration, indelibly marking the relevancy of her presentation, "Evaluation of the Adult Basic Education Program of the State of Illinois -- National Implications of Survey Findings."

Dr. McCalley.

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DR. MCCALLEY: Thank you, Dr. Tapp.

The evaluation of adult basic literacy in Illinois may be known to you as that notorious report. This particular evaluation of the Adult Basic Literacy Program in the State of Illinois was quite controversial. The basis of the controversy we can ignore. However, you should know that it was resolved by a legislative hearing and it was the opinion of the legislative committee holding the hearing, that the evaluation was sound, the criticisms valid and that the program should be changed according to the recommendations in the report.

Greenleigh Associates is actually involved in several projects related to adult basic education. The evaluation of the program in Illinois is one. We are also doing a very small project in Southern Illinois to develop measurement for students and teachers in social studies and home economics, and also a very large research project, field testing four reading systems for adult illiterates. In the latter, the Office of Economic Opportunity, the Office of Education, and the Welfare Administration are cooperating agencies.

On the basis of the experience in these three projects it is apparent that methods and materials for teaching adult basic education have not been perfected. Although considerable attention was given to the problem of the adult illiterate during World War II, little was done between 1946 and 1963 in this field. In fact, in 1962 when we were first asked to undertake a study of basic adult education we scoured the country. No one was able to suggest an expert in the field to be used in an evaluation of an existing program. People who should know said nothing really had been done of significance to bring up this program in line with modern teaching.

Since 1962 more persons have become interested and active in the field of adult basic education. In fact there are new materials coming on the market constantly and older materials are being rewritten. However, it is difficult to know what is actually available at any given time.

When we first undertook the field test of newer materials for functionally illiterate adults, we were informed that there were some twenty systems to be tested. However, when we were confronted with the task of selecting four to be tested, there were only four which were available and met the criteria of the research design.

Some were being rewritten, some that were promised for publication were not ready for publication. The writer was behind schedule. Others did not meet the criteria in terms of cost, others required expensive hardware, and some others required extensive training programs, and so did not meet the criteria that had been set up for this specific field test.

However, because we are in this field, a number of publishers have come to talk to us about it. There is tremendous interest, and I understand that since the field test was begun in the middle of last summer, at least two new systems have come on the market that would meet those specific criteria. This gives you some idea of how fast this field is moving at the present moment.

A number of publishers have come in to talk with us about this particular problem. However, I think one of the areas in which they are still lacking is the field of social studies.

In regard to social studies, it is not clear what should be included because of the different needs which adults have. For example, child care and family relations are common components of a social studies course for public welfare recipients.

May I put in something that I didn't say earlier? In all the studies we have been engaged in, the target population has been the public welfare recipient.

However, a single class of 15 may include a single male, a grandparent or two, and women faced with the problems of adolescents, as well as parents of small children. If the care and feeding of infants is included in a course on child care, it is difficult for the single male, the grandparents or the mother of teenagers to become involved in the class. It does not meet the current needs of the individual. Interest lags and absenteeism increases. Thus there is an implication that once adult students have progressed to a point where they have mastered basic reading skills, short courses -- two to four weeks -- intended to meet specific needs should be planned for social studies. The people could then pick the classes that meet their needs.

This is a general comment, however, which does not follow the specific topic which has been assigned. This topic is specifically the national implications to be drawn from the evaluation of the basic education program of Illinois.

The most crucial implication is that which has already been alluded to -- the lack of materials and guidance to help the teachers find materials. The materials used in Illinois for functionally illiterate adults were inadequate. The teachers had been given a list of materials from which they might choose, but the selection was left to each school, and in some cases to each teacher. There were, in fact, classes in which no materials were being used because the teachers felt that available resources were inadequate. From other studies, it is known that a number of teachers are writing their own material. But there is no systematic way of finding out what is being done.

In Illinois, materials in actual use in the classroom were collected and given to Dr. Robert Hess and Dr. June Tapp of the University of Chicago for evaluation. The evaluators set up three major criteria for evaluation, with nine subcriteria. These were based on the needs and characteristics of the population being taught. This approach was a significant contribution to the field of basic adult edcuation and points up some of the considerations that need to be kept in mind. These criteria in out-line form were:

1. Content

    a. Presentation of skills in using community resources.

Now you have to remember the target group: the welfare people.

   b. Presentation of skills in dealing with the social system and its institutions.
   c. Contribution to self-image and self-esteem.
   d. Technical criteria relating to skills required, entry level, programming, etc.

2. Format
   a. Appearance.
   b. Illustrations and graphics.

3. Style
   a. Realism.
   b. Adult interest level.
   c. Use of models for identification and imitation.

On the basis of these criteria, the materials actually in use in the classes were found inadequate for teaching the target population. Much of the material was intended for use of children, frequently middle-class white children.

Although there were some who learned and some who achieved despite the materials or lack of materials, the dropout rate and absenteeism provided mute testimony of the inadequacy of the teaching program. In Cook County, for example, there were some 6,000 enrolled, of whom 1,200 had dropped out of class; only about 2,000 were in attendance in any given week. This dropout rate and absenteeism prevailed despite the fact that attendance was mandatory if welfare assistance was to be continued. On the basis of interviews with students, the fact that materials were poor and often unavailable was an important factor in dropping out and absenteeism.

Another thing was that in many classes they were not permitted to take the books home, or in many classes there weren't enough books to go around so they had to share books. So, one of the things that the students talked about in the interviews was they wanted their own copy of the book. Even though it was inadequate they wanted to have it and be able to take it home and use it.

Another implication of the study is the fact that there is no adequate measure of achievement. In Illinois it was difficult to find any criterion for measuring progress either on the basis of grade change or objective tests. The reason is not difficult to understand. The objective tests available have, like reading materials, been standardized for children. Even if adequate tests were available, absenteeism interferes with an adequate testing program as we are finding in our field test of reading materials. But good objective tests, which do not create frustration and fear within the student population, are not available.

It is the paper and pencil tests that for this population are most difficult.

We have learned on the basis of our own research and the experience of others that a simple oral test like Gray Oral Paragraphs is best for original placement. If paper and pencil tests are to be used, they should not be administered until the students feel comfortable in the new situation. The Spanish-speaking students or students with little writing skill are often defeated by the available tests like the Iowa Basic Skill Tests. There is a crying need for tests which have been standardized for this population.

A third implication has to do with when and how frequently classes are held. Classes which meet twice a week for two or three hours are inadequate. There is considerable learning loss between a Thursday class and a Tuesday class. Particularly in large urban areas evening classes have other drawbacks.

These drawbacks relate particularly to the problem of a woman going out into a slum area at night, and the problems of child care at night. All of the problems of living in a ghetto or slum community are increased at night, and so it is very difficult for them to go out at night. Even men said that they did not like going out on the streets at night.

Transportation problems increase because in most cities the transportation available is not as frequent as it is during the day.

We found in East St. Louis where classes were offered five days a week, five hours a day, achievement was better, absenteeism and dropout were less than in Cook County which had only evening classes.

A fourth implication is the need for careful selection and recruitment of teachers. In Illinois most of the teachers expressed great interest in the program and many wanted to continue in the program. The problem, however, was that most taught day school and after a full day of work, night school. They were frequently exhausted before the adult program began. The majority, 78 per cent, were elementary teachers with no experience with adults. Only 7 per cent had had prior teaching experience in adult basic education. There were, however, 32 per cent who would have liked to transfer to this field on a full-time basis, and an additional 22 per cent who thought it likely they would transfer if given the opportunity. From our experience in the field test so far, and based on nothing but an educated guess, the ability of the teacher to empathize with the students appears to be the crucial factor.

The fifth implication is that there is a need for sound orientation for teachers entering this field and for in-service training for teachers. Teaching functionally illiterate adults is not like teaching children. Adults come to school with considerable amount of knowledge and understanding. They have personal goals which may range from wanting to know better how to help their children in school to well-defined vocational goals.

This goes back to what I said earlier, that there are differences we recognize when a six-year old goes to first grade. All six-year olds are not alike. But the differences become emphasized when a person becomes older. Partially just because when you talk about adults, you are talking about anyone in this program at least from 18 years up, and you are talking about men and women, you are talking about people with very different needs, so that all of the problems of differences in six-year olds are just magnified when you get to an adult population.

There is much misconception about the functionally illiterate adult. Recently in a county which was screening students for basic adult education, the teachers were most surprised that the persons being screened did not look different from anyone else. If teachers are to be effective with adults, they must be able to accept them as adults like themselves. One publisher of materials for this population spends most of the training time helping teachers understand why people are functionally illiterate, who they are and what they need. The publisher's teaching method is believed to be simple and can be learned in a very short time. Even so, it is important that teachers be given sound orientation and in-service training.

A sixth implication is the need for physical examinations to uncover problems which will interfere with learning. The student who needs glasses will not be able to learn. The student with hearing loss will not be able to keep up with the class. These need to be dealt with before putting a person into a specific class.

A seventh finding which has implications nationally is the fact that it costs money to attend school.

A major cost, that of child care, was not being paid for. Now, we are talking in this conference of course about the older worker, but this applies to anyone who has the problem of child care, and I use here an illustration of a grandmother, which is not unusual in the public assistance world, who is taking care of a grandchild. She cannot afford to attend school if she has to pay the high cost of child care. Even if she can find a neighbor who is doing this, in most States it is illegal for her to leave that child with a neighbor who is maybe willing to do it free, because of State laws in regard to foster day care, so that the problems of child care and the high cost of child care need to be covered if we expect people to be in classes whether it is evening or day classes.

The last implication comes from the findings which show that most students were motivated by a desire for employment. Although in the long run it may be as important or more important to teach a mother in order that she may help her children, employment opportunities that may be opened by education are a prime motivator. This means that in addition to teachers who understand and can teach adults, there is a need for counselors who can relate educational goals to vocational goals. It may be that some kind of track system needs to be developed for persons with different goals.

I don't want to get into the controversy of the track system. I don't really mean the track system in the most strict way. What I am suggesting is that perhaps because the people are different, there are different kinds of basic adult education that ought to be available to them.

In Cairo, Illinois, for example, arithmetic classes for males are related to shop training which is given in the afternoon. The women are encouraged to relate arithmetic to the problems of food purchasing and family budgeting. In East St. Louis the public welfare assistance grant itself was used as an arithmetic example.

If you have ever tried to figure out a public assistance grant, it is the most complicated thing in the world, and if they can do that they are ahead of me.

However, such specifically related content does not meet every student's need. The student who aspires to a high school equivalency program needs to be directed to the course which will make him eligible for such a program. His arithmetic program needs to be broader than that of the person who wants to follow a given vocation not requiring high school education. This is the work of a counselor. The counselor should know what is offered and help the student select the proper courses. He should also help the administration plan courses which will meet the needs of the students in terms of expressed goals. In addition to reading and school counseling, public welfare recipients frequently have other problems such as transportation, clinic appointments, child care, etc., which need to be dealt with.

In New York State, adult education classes held in cooperation with a social welfare department have, in addition to school counselors, social workers who deal with day-to-day problems. This has proved very effective in helping people stay in classes.

If a woman has a doctor appointment and the doctor says you have to come now and no other time, frequently some one can intervene to help her with the problem. Or if there is a transportation problem, someone can help her get in a pool. This has been most effective in New York State. This public assistance population has the least knowledge of resources and is most problem-beset, so that they really need help beyond just help to get to school; they need someone to help resolve their problems.

We have not yet solved the problem of how best to meet the needs of adults who need basic education. However, there is much happening in the field. Much good work is being done and much better work will be done. It is essential, however, in attacking the problem to understand that there is no typical functionally illiterate adult any more than there is a typical child -- only with adults it is more so. They are Caucasian, Negro, Oriental, Spanish-speaking and Gypsy. They are male and female. They are young and they are old. But they are adults. Each one has considerable knowledge from his own life's experience. Many have well defined personal goals. Even without basic skills in reading, writing and arithmetic, they have each lived to adulthood and many of them to a very full adulthood.

Many of their problems stem from not being able to read. This is the point where we should begin and that is the point where we should take-off.

(Applause.)

DR. TAPP: Now we move to our second speaker, Dr. William Brazziel.

Dr. Brazziel is a Ph.D. from Ohio State, and currently is Director of General Education, Norfolk Division of Virginia State College and has evidenced by his performance and involvement in higher education and educational research in the problem of adult learning that he is an outstanding worker in the more troublesome areas of education. Dr. Brazziel is an author and consultant and researcher and brings a wealth of practical and theoretical wisdom for injection and discussion. He will speak to us this morning on "Orienting Basic Education to Occupations." (1)

DR. BRAZZIEL: I am certainly happy to be here and see so many familiar faces.

When we ask what we are going to teach, we all know that people in Manpower Training programs will read the Bobbsey Twins to improve their comprehension skills but teachers in adult education programs are finding that they come off far better if the reading assignment involves characters who are older, have family responsibilities and earn their living at jobs like overhauling electrical relays and outboard motors. The same holds true for arithmetic and mathematics lessons ("Number skills," in the modern approach.)

Indeed, the trend is toward the use of real problems encountered in the shops of the technical training program as the point of departure for teaching many of the basic concepts in the reading, language arts, number skills, occupational information, human relations and science that often comprise the basic education curriculums in retraining and other adult education programs.

In addition to the "learning vehicles" of job orders, bills of lading, blueprint specifications, repair manuals, union contracts, and plant regulations, many curriculums are broadened to utilize home and family problems such as budgeting, interest rates, child care and others as content material.

A class studying brick masonry in a demonstration-research project at our institution, for example, began their work on percentages by computing an estimate of a job requiring 17,250 bricks with an allowance of an additional five per cent for bats, breakage and salmon brick. Of course the teachers had to go out and find out what salmon brick means. I still don't know.

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(1) See Note 2, Appendix I, pg. 671

Prospective cement finishers in a retraining class now in progress at the Norfolk School Board's Adult and Vocational Education Center compute the cubic yards of soil to be excavated for a 124-yard foundation with allowances for a 15 per cent expansion of soil when excavated. A syllabication lesson in the reading development classes is built around such words as oscillator, discriminator -- (electronic, not racial) -- and alternator.

Reading materials for units in human relations and occupational information include Tidewater Manpower Needs Survey, How to Get and Hold the Right Job and A Stork Planning Plan. They promote family planning. Films in this area include Marriage and Family, Self-Control, and Group Living.

Teachers have observed a great psychological pull in this approach, especially at the beginning of the class when highly pragmatic and often apprehensive adults settle down to master or renew skills in basic education while learning skills for a new occupation. As the classes wear on, as skills are gained and some assurance of employment becomes apparent, student interests can be led into broader channels. Adult students in our language arts program for example, had some of their better class discussions built around a humanities film series near the end of the course. Politics, civil rights, current affairs, medicine, and philosophy can also evoke wide reading and discussion and help establish the habits of reading and verbalizing.

Student progress is also manifested in the test scores commonly used to measure public school academic growth, although these tests are usually termed "white collar tests" and much of the materials used might be termed "blue collar." In our year-long program, the men gained about three years on reading test scores. We used the Gates Survey. More important they feel competent, their technical teachers could teach them more efficiently and they could pass qualifying examinations for job entry.

Of specific interest to persons concerned with the aging is the fact that older workers do well in retraining programs. They follow the adult education axiom that deterioration of learning skills is a very gradual process and that adults compensate for this deterioration by a clarity of perspective, motivation and singleness of purpose which most adolescents find quite difficult to match. About a third of our men were older workers -- 45 years and up. One of our better students was a 60-year old who compiled an excellent record in basic education while training for a job as a maintenance technician. His was one of the better attendance records. He mastered his material as well as most and contributed well-conceived and well-written "think pieces" to the project newspaper.

Two significant developments evolving from the new emphasis on adult education and from the new trends in the field have been the response of the publishing industry to the demands for teaching materials for the new programs and the development of teacher training procedures to increase the supply of teachers with skills to work with adult workers.

The American Textbook Publishers Institute, Dr. Minnis over here from the U. S. Office of Education, the National Association of Public School Adult Educators, the Office of Economic Opportunity, the Ford Foundation and a higher education consortium called the Inter-University Council have all been involved for the past two years in what must be termed a remarkable ferment involving materials and teaching for undereducated adults. Sargent Shriver ended one moving discourse to a group of publishers with words to the effect that adult teaching materials would be the shells for the heavy artillery in the war against poverty.

Some very creative efforts are being made in what is now termed the materials revolution. The initial teaching alphabet, words in color, audio tapes, projectuals, color transparencies, a system labeled "family phonics" and one called "audex" are all being given a trial in the reading programs. One of the more interesting developments has been the entrance into the field of electronics, aerospace, defense and other diversifying industries. One of the first proposals of the new entrants, to teach reading by a computer, drew wide attention from the press.

Most publishers and educators now lean toward comprehensive learning systems rather than single shot publications. A typical system will include a basic reading program, several graded practice readers, a language arts program, a numbers skills program and books on how to get and hold jobs and improve home and family living.

Most systems incorporate the realism described above. Important, too, is the stress of the "teaching power" and radical departure from traditional lock-step, grade-a-year procedures. In reading, for example, several of the new systems are designed to enable students to achieve mastery of a grade level for each 70-75 hours of guided instruction. Most incorporate as many self-teaching devices as possible. Many convey a sense of power and progress in their names i.e.; Reading 300, Reading in High Gear, Streamlined English. The adult in a hurry to learn a new skill and gain new employment appreciates the application of the new technology in education, and he can be impatient with old and plodding procedures. One of our studies designed to ascertain the dynamics of worker decisions to retrain made this abundantly clear.

The next decade should be one of the most interesting ever witnessed in education since the good people of Massachusetts first said let's have schools. The training of older workers can contribute greatly to the lessening of undereducation and deprivation in this country. The more the older worker can earn, the more he can contribute to the development of the children who are still under his roof and the less he will contribute to the poverty of his children who have struck out on their own, through the requirement of financial assistance from them. In the extended family so often found in low-income groups, learning and earning grandparents and older uncles and aunts are very necessary both for their contributions to the family expenses and for their effects as self-sufficient role models for the younger children.

Occupationally oriented basic education would seem to hold unusual potential for training and development of the older worker. In our experiment, for example, basic education enhanced the ability of the trainees to develop competency in technical studies, to pass tests for employment, to achieve promotions and salary increases on the job (we bring this out in the follow-up) and, most important, to become employed again when displaced from initial placements.

Significantly, too, and as yet not thoroughly understood, basic education seems to contribute to mobility and levels of aspiration. More graduates from curriculums including basic education deliberately sought higher paying jobs, some to the extent of leaving the field trained for and entering and learning new jobs while working at them. All attributed much of their courage to reach up and their ability to keep their feet in this mobility to the perspective, academic background and confidence gained in the basic program.

Further study is needed regarding the exact psychophenomena operating here. No doubt basic education contributes to the effectiveness of manpower training. It may also contribute to the human renewal and development of persons affected and have them start the important movement toward universal enlightenment and a relevant and humane life for everybody in this country.

Thank you.

DR. TAPP: I would like now to introduce Mr. Monroe Neff. Dr. Neff this morning will be speaking productively to the problems of community service and teacher training and also pupil training in basic education.

Dr. Neff has his Ed.D. from the University of Wyoming, and currently he is Director of Adult Education and Community Services, and Assistant Director for the State Department of Community Colleges, Raleigh, North Carolina. He adds to all of that a kind of legislative and political "know-how" I would gather having seen the articles this morning about his adult education problem.

Dr. Neff's subject will be "The North Carolina Plan -- Basics in Teacher Education." Dr. Neff.

DR. NEFF: In order to provide a quality program in adult basic education, it is necessary to provide adequate programs of pre-service preparation for teachers. A teacher should not be employed for an adult basic education class unless he has first been exposed to a pre-service training institute. It is necessary that a teacher understand the characteristics of the undereducated adults before any classroom contact. A teacher without this preparation can do more harm than might ever be corrected in adult basic education classes. In fact, he will probably run more students away from class faster than our recruiters can bring adults into class.

In order to activate and implement a statewide program of adult basic education, it was felt that the first step should be a statewide teacher training program. As soon as the State Plan for Adult Basic Education was approved in North Carolina, November 5, 1964, it was decided that it would be necessary to have between 20 and 30 teacher training institutes in an initial effort to prepare sufficient numbers of teachers for the adult basic education program. The universities and colleges within the state did not have sufficient personnel or know-how for conducting adult basic education teacher training institutes; nor was there sufficient state staff to carry out such an intensive program of teacher training. After searching for qualified consultants, it was felt that the Board for Fundamental Education could provide the necessary personnel to offer a concentrated number of initial teacher training institutes. Contract was made for 24 such institutes throughout the state, and as a result, an outline of a sixteen-hour teacher training institute was prepared after consultation with the training team members and the State Director of Adult Education and Community Services.

In order to provide continuous teacher training after this initial concentrated period, the universities and four-year colleges that have general extension divisions were invited to send two representatives from their faculties to audit and become familiar with adult basic education teacher training institutes. Seven institutions responded by having representatives attend at least one complete teacher training institute. After the initial wave of institutes, these professors were expected to provide the majority of future workshops. Adult basic education materials were purchased and provided for these faculty members. During two one-day sessions with the professors, the various material publishers were asked to present their systems to the group.

It was required by the State Department that the adults who planned to become adult basic education teachers have as a minimum a baccalaureate degree in some discipline -- not necessarily education. It was felt that people at this ability level could be prepared to be successful teachers in this program. The state was fortunate in that it is not bound by the tradition that only certified teachers of children be used to teach our adults. Too many people feel that only certified elementary and secondary teachers should be used in adult basic education programs. Some states even place these teachers directly in the classroom with adults without pre-service training. Thought should be given to possible resources that might be completely untapped. There are many people who are at the necessary ability level to teach adult basic education who are not professional educators. These people might be found among the temporary substitute teachers' lists, among young teachers who quit to raise families, retired teachers, people employed in business and industry, and housewives who have degrees but do not wish to work full-time. It is felt that adults at the baccalaureate level could be prepared to be successful teachers in this program if the proper pre-service and in-service training is made available.

Through the initial 24 teacher training institutes, a few over 3300 teachers completed the pre-service institute. Approximately one-half of those completing the institute were professional teachers, with the other half being lay people with baccalaureate degrees. Since the initial wave, an additional twelve institutes have been scheduled throughout the State, each for a three-day period. The majority were conducted consecutively on Thursday and Friday nights and all day Saturday. A prospective teacher is not paid to attend these institutes and they have to contribute their time and provide their transportation. North Carolina has not as yet adequately researched the problem of a professional teacher versus the non-professional teacher in adult basic education. After the program has been underway for a longer period of time, certain trends will be established.

Approximately one-half of the training time is given to the understanding of the problem of working with the undereducated adult and also understanding of the characteristics that the teacher himself has to possess. Approximately nine hours is consumed by this instruction. The last half of training for the sixteen-hour program is the actual discussion of the various materials and how these materials should be presented. The outline for this institute is as follows:

Problem of Illiteracy

On National Level - Reduction of Prejudice by Education

Ramifications of Unemployment Problem

    Percentage of work force - illiterate
    Percentage of work force - native born

Illiteracy as Detriment to National Defense

    Percentage of Illiterates in WW II
    Percentage of Illiterates in Korean conflict

Correlation between major human ills and illiteracy

Inability to locate employment due to inability to read:

    cannot read newspaper
    cannot find employer's address
    cannot fill in application
    couldn't read job directions
    cannot rise above environment

Duration of Illiterates' Present Employment

    illiterate worker employed in 1950
    illiterate worker unemployed, 1964

Projection of Trend on Illiterate Segment of Population

- trend to increase unemployment
- H. S. dropouts increase segment
- consequence of trend on form of government

Problem of Illiteracy on State Level

Variation of Percentage of Illiteracy from State

- Derivation of Statistics from Census
- Method of derivation

Examples of Instance

- Iowa lowest - 3.9%
- Louisiana highest - 28.7%

Illiteracy in Upper-Middle Class Society

Orientation of School System

Majority of Students from Upper or Middle Class

- Student's normal health
- Student's family background

Minority Class - Students Not From Majority Class Background

- Factors producing deviation
- Results of deviation
- Projection of results

The Illiterate Individual

Danger of Pre-Judgment of Mental Capacity

- indication of true intelligence

Attempts to Disguise Inability to Read or Write

- examples of ruses

The Potential Adult Basic Education Student

Community Involvement

Type of Test to be Used - G.O.R.T. - Form A

- standardized
- efficient
- ease of use
- adult subject after initial lessons

Administration of or Procedure for Testing

Developing Casual Atmosphere

Absence of Obvious Testing Procedure

- no stop watches
- no marking of test booklets
- computation in absence of student

Curriculum for Adult New Readers

- Use of materials

Method - Development of Learning Team

Implementation through Better/Best Student(s)

- maintenance of better students' interest
- other students assisted by:
- student class-leader

Rotation of Class Leadership

Covert Supervision of Leadership by Teacher

Introduction of Handwriting

Introduction of Spelling

Introduction of Arithmetic

Introduction of English Grammar

Goals in Reading Development

Decision of Goals by Class

- guided by teacher
- teacher's responsibility
- students' responsibility

Necessity for Meeting Set Goals

Keeping Reocrds of Individual's Progress

Method for Keeping Record

  necessity for student progress
  critical for achievement

Reference for Grade Level Advance

  from tested-level beginning
  to tested-level end

First Literacy Class Session

Method of Instruction

Teacher

Students Mutually Interview Each Other

  student tells what he wants known
  interviewing student reports on interviewed student

Summation of Each Student Interview by Teacher

Description of Program Goals by Teacher

Decision of Goal

Assignment of Homework

  necessity for meeting goal
  in keeping with student's ability
    and opportunities to complete

Class Period - Time Limits

  necessity for starting on time
  adequate "break" time
  dismissal of students as necessity requires

Teaching of Reading

Giving of Spelling Tests as Indicated

Recording of Grades on Student Cards

Teaching of Writing

Assignments for Homework

Teaching of Mathematics

Classroom Demonstration by Instructor

  students follow in text

Teacher Uses Supplemental Problems

Teacher Asks for Student's Recapitulation

Teacher Assigns Better Students to Help Others

Teaching of English Grammar

Teacher Explains Necessity for:

  ease of communication
  development of education

Students Work in Text Book

Individual Conference with Students to Check Work

Variation of Schedule and Method

Teacher Free to Implement Variations in Schedule

Teacher to Use Variation of Teaching Procedure Most Applicable

Teacher to Use Student Leadership

Retesting for Progress - G.O.R.T. - Form B

Recording of Progress in Grade Levels

Recapitulation of Institute - Summary

Teacher training institutes are generally announced through mass media and through public school systems. In the beginning, some institutes registered as many as 490 participants in average attendance. Since this past summer, all institutes are limited to a maximum of 30 participants. All applicants are interviewed and screened prior to admittance to a teacher training institute. Through this interview, it is attempted to determine if the prospective teacher is concerned with the problem beyond the monetary value. An attempt is made to involve teachers who have empathy for this important program. Each time the "net is cast," only a few are selected for the training institute. To date there has been no shortage of applicants.

Of the seven colleges and universities in the state that sent representatives to the initial institutes, four are playing the major role in teacher training of adult basic education teachers. The State Department contracts directly with the general extension division of each university for the sixteen-hour teacher training institutes. It is obvious that all materials systems of adult basic education cannot be included in each teacher training institute. Each educational community is given the option of selecting the materials system to be included in the teacher training institute. At the present time, thirteen materials systems are on the selective list. Many times request is made for a combination of these materials rather than one materials system in toto.

The state supervisors of adult education help faculty members with teacher training programs. One of the main responsibilities of a supervisor is to provide in-service training, more so than pre-service training. Teacher training institutes are scheduled within the state as they are needed and requested by the local community, to continually provide for the training of teachers for adult basic education programs. There is no minimum or maximum as to the number of institutes that might be held in any area of the state. Funds for these teacher training institutes are held at the state level so that the program can remain as flexible as possible.

To maintain a quality program of instruction, it is necessary that proper in-service training be scheduled. The responsibility for in-service training will be the responsibility of local supervisors of adult basic education. The state supervisors are responsible for holding regional sessions at scheduled periods throughout the year for local supervisors. These one-day in-service institutes of in-service training for local supervisors will provide up-to-date information on materials, techniques and recent research information.

The state supervisors will, upon call, go into the individual educational communities to provide teacher in-service training where no local supervisor is employed. It is necessary that teachers of adult basic education classes understand, before employment, that at least once each month they shall be expected to attend a three-hour in-service session without additional pay. With proper pre-service and in-service training for our teachers of adult basic education, all states will be able to move ahead with strong programs of education for the undereducated adults.

VOICE: What has your success been in advancing the grade levels of your trainees?

DR. NEFF: The average adult progresses one grade level in 60 clock hours of instruction at the cost of $33 per grade. I don't think this $33 is high enough. We are trying to put as much into instructions as we can, and we are really cutting down on supplementary materials that should be available. We are allowing $10 an adult per grade. We should have at least twice that much, but if we do that, we cut somebody out of a class. We have people on waiting lists for classes, so what are you going to do? You try to serve more people. Well, you have a conflict there. But, if we had sufficient money we could do a much better job, and I am not talking about the three R's. I am talking about a comprehensive program that would include all the disciplines that would make up a well-balanced adult education program, not just the three R's. I hope we don't, any of us, stop there. We can approach all of these others through the three R's.

DR. TAPP: Thank you very much.

(Applause.)

DR. TAPP: Our last speaker will be Dr. Elvin Rasof.

Here is a man who is specially trained in the increasingly important area of curriculum and the school learning situation. His doctorate is from Wayne State University, and he is presently curriculum consultant for MDTA, Detroit Public Schools, Wayne State University. Dr. Rasof speaks with authority on many levels, theoretical and empirical, and is abreast of the problems of education and the learning environment. His subject is "Basics Plus -- The Teaching Team."

DR. RASOF: The concept of adult basic education, while new to Manpower programs, has its roots in the ancient tenets of education, per se, viz., the dynamism found in adapting curricula to meet the needs of the students. That this idea has pervaded the Federal training programs is evinced by the statement found in the United States Employment Service Program Letter No. 1604, March 23, 1964, which states in part:

> For MDTA (Manpower Development and Training Act) purposes, Basic Education means elementary education, usually in the general areas of reading, writing, language skills and arithmetic, which will improve an individual's capabilities to a point where he can become employable as a result of occupational training.

Note that the basic education concept is a "means" to the occupational "end."

In Detroit, at the Skills Center in particular, (the Skills Center is an ex-factory consisting of a quarter-million square feet that was deeded to the city by the Federal Government) we conducted a one year MDTA multi-occupational program for functionally illiterate adults. During this period, 1100 adults were processed in this complex, 37% of whom were over the age of forty-five. Of this group, the vast majority had extensive histories of unemployment and were grossly undereducated; yet this vast majority had excellent work histories. For this age group, basic education may have seemed an anachronism, especially inasmuch as their foremost concern was employment. But, for this age group, more than the other adults, schooling took on an ethereal meaning: As one trainee said, "Going to school must be like going to heaven."

What follows is a brief report on the one year program, some general thoughts, results and recommendations, as well as specific remarks pertaining to the 45-plus population.

The Manpower Development and Training Act of 1962 provided skills-training for adults (and youths) in order that "...they may be better prepared for tomorrow." The training was to be for a specific job so that the trainee would be eligible, in a minimum amount of time, for employment: in fact, "job-entry level" was the indicated goal. As months went by, the Congress, recognizing that many unemployed were prevented from enrolling in MDTA programs because of academic shortcoming (primarily reading skills), amended the Act in 1963 to include "basic education."

In September, 1963, the Detroit Board of Education, anxious to augment its ongoing Manpower programs with this new provision, submitted a proposal to the Federal Government for a "... basic education program...structured to help equip 1000 educationally deprived individuals with basic education skills necessary to qualify for, and benefit from, occupational training." The proposed program was to run for one year, beginning September, 1964.

At this time, an agreement was made between the Area Redevelopment Administration (ARA), the Detroit Public Schools Federal Vocational Programs, and Wayne State University for a training program which would supply the instructors required for adult basic education. The plan was for the Michigan Employment Security commission (the local Department of Labor office) to recruit forty Detroit adult heads-of-household who were "college dropouts;" for Wayne State University to provide ten weeks of education (deemed as the minimum requisite to the teaching of adult functional illiterates); and for the Detroit Public Schools to select the adult basic education staff from this group. All fees were to be paid for under the Area Redevelopment Act. Credit here should be given to Mrs. Ann Gould and her ARA staff for their vision.

This bold plan was predicated upon two hypotheses, viz., (1) there existed an acute shortage of teachers in the Detroit Metropolitan Area, and (2) the concept of an "educational technician" (a term coined during preliminary meetings) was in keeping with the pervading experimental approach.

The curriculum at Wayne State University was as follows (in the order taught during an eight hour day):

- Philosophy of Education
- Evaluation and Measurement
- Communicational Skills
- Psychology
- Audio-Visual Preparation
- Audio-Visual Utilization
- Computational Skills

The first five weeks were devoted to course work and the last five weeks were spent in quasi-teaching situations and seminars. The 37 who eventually completed the course were hired by the Detroit Public Schools for use in either adult or special youth Federal programs.

Initially, when the first group of regular trainees arrived on September 21, 1964, the plan was to utilize a "team teaching" approach. The 24 educational technicians assigned to the adult program were divided into three levels: beginning, intermediate, and advanced. Within each level (i.e., "team") the staff assigned persons to areas of Reading, Airthmetic, and Personal Adjustment.

The trainees, in turn, were divided into three groups by gross reading ability. Level 100 was the beginning, 300 was the intermediate, and 500 was the advanced level. On a coarse attempt to compare these to grade equivalency, one might think of level 100 as non-readers, level 300 as first and second grade and level 500 as third grade and up. Within each academic level, the trainees were distributed into three groups depending upon when their particular occupational class met.

The primary purpose of MDTA training being to reach job-entry proficiency, first claim to trainee time was made to accommodate the occupational preparation. Inasmuch as the original scheduling plan was for two-thirds academic and one-third occupational training, the adult basic education program was faced with one-third of the student body being out of the area one-third of the time.

Normally, two instructors would work with a particular class and then have some time to review their lesson. This was made possible by the fact that the early enrollment was low and the program directors wished to facilitate the team approach. The basic thought underlying such an approach was that the instructors, being "new," would support each other in class and thereby offer the maximum to each trainee. Much concern was given to utilizing team teaching but the format was finally changed over to a platoon system toward the end of 1964. The reason for this change falls somewhere between the fact that the class sizes were rapidly growing (300 students were enrolled at this time, arriving at the rate of approximately sixty every two weeks), and the fact that the instructors did not perceive team teaching in its hoped-for altruistic light. The decision was made to look for a scheduling change which would allow for a small teacher-pupil ratio.

Consequently, when the academic staff decided to change its format from a team approach to a platoon system, the occupational staff decided that this was an appropriate time to adjust its program. The new schedule for the total Skills Center was for each trainee to enter both basic education and an occupational area so that half of the day would be spent in each. For basic education, this meant that up to 500 adults could be accommodated at any given time, 250 in the morning, while the balance were in occupational training, and 250 in the afternoon, while the morning group was in occupational training. The ultimate goal would be achieved when a trainee progressed to straight eight hour occupational training.

Perhaps the finest product of the team teaching arrangement was the original instructional material. Because two persons worked with one class, and because instructors were grouped into levels by academic area, the opportunity for preparation of pertinent material arose, and time was made available to encourage its development. In fact, two of the instructors wrote a pre-primer which was subsequently published by the Detroit Board of Education. Original material developed ranged from simple arithmetic worksheets to reading material written especially to stimulate discussion. The following sample is a typical story written by an instructor:

Adult Basic Education
Skills Center, MDTA
Detroit, Michigan

Vocational Personal
Adjustment and Reading
November, 1964

"TWO PLUS TWO EQUAL FOUR"

"What are you learning down there at that school, Harry?"

The fellows on the corner were asking Harry why a man of his years would want to return to school. They were talking and signifying, and generally trying to put the thing on Harry.

"Can't teach an old dog new tricks."

"I know what he's going to school for. He wants to learn how to count so he can figure the numbers better."

The men all laughed at this.

"Yeah, and he wants to read so he can look up his dreams."

The men were really going now.

However, Harry didn't let the men get to him. He explained to them just what was happening.

"Well fellows, I just got tired of this on again, off again type of work. I want a steady job and a good job. This thing I'm in, is my chance to get it."

"You don't need a college education to push a wheelbarrow," replied one of the men.

"Yeah," said Harry. "And you don't need any kind of an education at all to stand here on the corner and participate in your favorite pastime."

Harry backed off a bit, then stepped forward and said, "You asked me what they are teaching me at the Center. Well, now I'm going to tell you. Mac, you have always wanted to learn arc welding, haven't you? Well, we have a program that will teach you this, and pay you while you learn. No strings attached. We also have a janitorial and bump shop training program. All in all, we're going to have at least sixteen training areas opening up. And all of you probably could get into this thing."

Harry stopped for a second, then grinned to himself. "Listen, my friends, this might be the last time you hear this kind of signifying jive coming from me, so check it closely:

I'm no longer building castles in the sand,
For I'm going to become an educated man.

No longer waiting for two plus two to equal five,
Nor listening to any other of that nonsense jive.

And I'm the man that brought loafing to town,
Why, people used to come and stand around
Just to check what I was putting down.

But now I'm in the program, and I could shout
'Cause ain't nobody gone to talk me out...

I want bread on my table
And peas in my pot...
And while I'm getting my skills
These thing I've got.

QUESTIONS FOR DISCUSSION

1. What kind of fellows do you think would talk to Harry this way?
2. What did Harry mean when he talked about their favorite pastime?
3. What kind of fellow do you think Harry is?
4. If you were Harry, what would you have said?
5. What do you expect to learn here?

Very little commercial material was used in the beginning--and very little throughout, considering that 1100 adults were serviced--because of the feeling that the trainees had "failed" with this approach before, and the new format meant precisely that: NEW. However, it soon became evident that the great majority of the trainees had either never been to school, had extremely little schooling (almost of no consequence), or had been away from a formal school for such a length of time as to make all notions of "exposure to an archaic method" an error. Soon, the new commercial publications were purchased and used to good advantage. The final proof of the trainees' desire to learn from anything available was given when some used books were discarded by the Detroit Public Schools and Dick and Jane found their way back into the classroom. Many trainees asked permission to take these books home in order to demonstrate their progress to friends and family; most trainees selected these books when given the opportunity to select individual books; and the coup de grace to the anti-commercial movement came when a trainee brought his daughter, for the first time in their lives, a birthday cake, after reading about it in Dick and Jane. Obviously, adults who desire to read are not as picayunish in regard to their instructional material as is commonly thought by some educators.

In order to supplement the various teams' production of instructional material, a Materials Preparation Laboratory was developed. This concept had been expressly written into the original proposal and had its staff -- two men expert in wood and metal crafts, and one artist. At one time or another, this team was responsible for creating hundreds of visuals, various classroom accoutrements not ordinarily found in "factories," automated devices, and program-machines, thus supplying a whole bevy of unique instructional aids.

The classroom area totaled approximately 4500 square feet and was divided into eighteen classrooms: each room was capable of seating a minimum of twenty-four students. Inasmuch as small classes were desired, the full capacity of 400 trainees was never attempted; instead, the total population at any given time was held to a maximum of 250 (a pupil-teacher ratio of 10-1). Each instructor had a desk or table plus ample cupboard and file space. Four regular typewriters and two "sight saver" typewriters, as well as mimeograph, ditto machines, and more exotic duplicators were available.

The basic education approach on the new schedule change was to reform the teams into three new teams for each of the curricular areas (the concept of belonging to a particular area was felt important), viz., Communicational Skills, Computational Skills, and Personal Adjustment. Shortly afterwards, it was felt that the label "Personal Adjustment" was detrimental, and that this concept, more than any other, normally pervaded the total curriculum. Finally, the third curricular area was called "Occupationally Related" and served to bolster the occupational areas. The arrangement that served during the balance of the program was to have nine instructors on the Communicational team, five on the Computational team, and eight on the Occupationally Related team. The major change, therefore, was to have staff concentrate upon subject matter instead of cutting across these areas. In fact, with the abandonment of team teaching, and assigning of classrooms and fields of specialization, the Skills Center came to "look" more like a "typical" school. However, the remaining two instructors were assigned to a quasi-curricular area which belied the "typicalness" and helped emphasize the degree of innovation in adult education. The "course" was called "Orientation."

The Michigan Employment Security Commission was responsible for the recruitment of trainees and had a resevoir of potential enrollees available, sending them to the Skills Center as needed. Seventy-five students were requested every two weeks (sixty-five, on the average, appeared) so that there would be a gradual acceleration, allowing instructors time to prepare and, perhaps of greater importance, time for the trainees to prepare. This two-week span of time was labeled "Orientation" and had as its primary objective the following:

1. Accomplish and process all necessary school forms
2. Allow for interview by Michigan Employment Security Commission Counselor
3. Prepare trainee for classroom-work situations
4. Utilize gross screening instruments
5. Attempt to reinforce motivation
6. Involve all in some classwork; begin checklist of basic termination criteria; give non-readers extra start
7. Begin Personal Adjustment program with lectures, films, and group discussions
8. Alert trainees to school regulations
9. Acquaint trainees with form "ES-952, Allowances"

These objectives were handled in the following ways (partial list):

Each trainee was given a hard cover notebook, pencil, paper, and ruler for personal use. Occupational choices were selected after counseling and tours made of the various training areas. Tests were given to those able to fill out a simple form requesting name and address. Those completely illiterate were put into an eight-hour academic day for more intense screening.

For many, this was not the first time that they found themselves in an alien world (school), with a host of other peers in a similar position. Consequently, open-end discussions were easily entered into, and proved to be a very valuable and highly informative source of "feelings" to staff and students. Participation was encouraged and under the skill of the two instructors, many deep seated emotions were released only to be shared by the others and their emotional impact debilitated.

Everything possible to promote the staff's concern for the new enrollee's well-being was done and a tone of courtesy and respect for student and faculty prevailed.

At the conclusion of this two week period, the trainees were distributed into the regular program. Test scores as well as comments by the Orientation staff were used in determining proper class level. The basic academic distribution was as follows: for the four hours spent in basic education, if a student was completely illiterate, then he was given two classes of Reading and one class of Arithmetic. (It was very possible that the Arithmetic would be at a different level.) For a student who could read at about the first or second grade level, there would be one each: Reading, Arithmetic, and an Occupationally Related class. (For example, a trainee might be in "Reading 5," "Arithmetic 2," and then meet with all of the Cooking class in that particular academic half-day.) For the "reader" who understood arithmetic through long division, the schedule called for one Reading class and two Occupationally Related classes, the hope being that any "advanced" arithmetic would be handled in a manner relating it directly to the occupation.

Inasmuch as the term "functional illiterate" included persons able to read (below the fourth grade level) it was felt necessary to separate the trainees into two gross Reading groups: those able to read slightly and better (about first grade up) and those performing below this level. Those falling in the latter category were given a series of two Reading classes per (four hour) day, the former receiving one class per day. Consequently, the nine instructors assigned to the Reading team were divided into two sub-teams: four instructors were selected to work with the beginners and the other five were put with trainees having reading skills ranging from about first grade and up.

The Beginning Reading team concerned itself with those basic fundamentals indigenous to the reading function, i.e., recognition of symbols, visual discrimination, etc. In particular, realizing that all trainees were responsible for the weekly completion of an allowance form in order to receive any stipend, this team developed material whose end result was the ability to recognize the words "Name" and "Address" (as well as some basic sight words needed to accomplish this task of learning). The resulting text was published by the Detroit Board of Education as Publication 5-905 TXT, Basic Reading Skills.

It soon became apparent that the non-reader (beginning group) would be hard pressed to achieve any competence in the "short" time spent in half-day basic education (data show that the mean time spent was 26 weeks, with approximately two-thirds of the trainees leaving for eight hour occupational training after receiving between five and seven months of basic education). The problem of what to attempt to teach in this time influenced the selection of any material.

Inasmuch as the world about the trainees was "verbal" the hope was that they would somehow continue their education (if only to read the words around) upon leaving basic education. To aid in this goal, a linguistic approach was adopted in teaching reading and a basic text purchased. This text also contained a teacher's guide and its chapter "guides" provided an excellent syllabus; both necessary items with sub-professionals. (The "whole word" approach was utilized by the mere fact that the adults knew many words and needed only to recognize their written symbols.)

The "upper" level Reading team used various media including (free) local newspapers and loans of books by the Detroit Public Library.

As students progressed, they were moved into a higher class meeting at that hour. The "highest" class operated at about the sixth grade level.

The primary goal of the Computational team was to aid the trainees in recognizing numerals and in performing the four basic arithmetical operations. The five instructors attempted to group the trainees into four levels: Number Recognition and Addition, Subtraction, Multiplication, and Division. Inasmuch as there is much overlap in the operations of Arithmetic, and these groups were not as homogeneous as were the Reading groups, it was common to find students at all levels in a class. Because of this, much stress was put upon worksheet-study and the staff devoted a major portion of its time to this development. Because worksheets were easily prepared, little commercial arithmetical material was purchased.

The occupational areas were divided into the following:

Service Trades

- Custodial
- Maintenance
- Tailoring
- Furniture upholstery
- Landscaping

Metal Trades

- General Machine Operator
- Metal Finisher

Auto Trades

- Auto Mechanic
- Auto Service Station Attendant
- Used Car Reconditioner
- Wheel Alignment and Brake Adjustment
- Auto Body Repairman
- Auto Glass Assembler
- Auto Upholsterer
- Auto Transmission

Commercial Trades

- Cooking
- Short Order Cook
- Baker

By arranging the schedule, it was possible for these areas, individually and by combining some, to be presented as Occupationally Related classes. The purpose was to bolster any information received in the actual Occupational class. For example, Custodial trainees improved their reading by learning to master words peculiar to their occupational area (and to master words peculiar to their occupational area by improving their reading), Cooking trainees learned ratio and proportion by manipulating recipes (and to manipulate recipes by learning ratio and proportion), and Auto Mechanic trainees learned measurement concepts by reading meters (and to read meters by learning measurement concepts). To facilitate this academic aid, the Occupationally Related instructors spent time in the Occupational areas and created material pertinent to the training. In addition, the Materials Preparation Laboratory created supplemental equipment to aid in explaining many occupational concepts. The six instructors assigned to this area also devoted class time to discussions involving the occupation (in the form of personal adjustment). From this, it was hoped, that trainees would gain a better picture of what was required of them both in the program and eventually on the job. Many job-seeking practices were included in this portion of the curriculum and students filled out application forms and went through simulated interviews that were taped and replayed.

Inasmuch as the primary function of MDT programs is to train a person for job-entry competency in a selected occupation, the basic education phase was somewhat at the mercy of the occupational instructor. By this, it is meant that when a trainee had reached a certain level in his occupational area, his occupational instructor would usually request that he be transferred from a four hour schedule (four hours occupational training and four hours basic education) to a straight eight hour occupational day. (From there, the trainee would transfer to an eight-hour afternoon shift--4:00 P.M. to midnight--and eventually to a job.) As a means of providing a minimum control over the trainee's academic accomplishments, a set of minimum criteria was prepared. These were as follows:

1. Ability to read and fill out simple job application forms
2. Ability to read a basic list of signs
3. Ability to read time--to a quarter of an hour
4. Ability to dial telephone
5. Knowledge of major Detroit streets
6. Ability to receive change from one dollar and check same
7. Ability to sign name and to print name in proper spaces
8. Ability to take tests no more difficult than the Basic Education Reading and Arithmetic tests

As a means of enriching basic education in an Alpha and Omega fashion, two supplementary programs were tried on a two-week experimental basis. One was an eight-hour academic program, operating from 4:00 P.M. to midnight, for the non-readers. The second was a job-seeking clinic, operating during the afternoon hours, for those near termination. The eight-hour academic program was an attempt to expose the non-reader to as much academic experience as possible, a step that was integrated into the new proposal, while the job-seeking clinic was as attempt to enhance the trainee's job-seeking skills.

As a means of gross sorting, coarse grading, and as a teaching device, the project devised its own Communicational and Computational tests. The form used was that of the non-consumable booklet with a "machine scoring" type of answer sheet. Although this is possibly the most difficult kind of test, the thought was that the trainee would encounter this form more often in his job-seeking time. The tests were given during orientation and then approximately every ninety days thereafter (data show an average movement upward of one-half grade every test period). The raw scores were converted to grade levels by using some trainees' Metropolitan Achievement Test scores for comparison. These scores were eventually arranged by percentile rank and T-score.

The original plans for teaching Basic Education to adults were to take advantage of the newness and experimental tone of the project in order to create an optimal teaching situation. Within the classrooms, adults were to be taught the rudiments of Reading, as well as Arithmetic and a better notion of themselves.

Teachers, who had never been teachers before, were to light the torch of wisdom and maintain its flame with their own instructional creativity. And, considering the characteristics of the trainees, both sets, including the educational technicians, did remarkably well. The following are some of the characteristics of the trainees

The federal Government, in its many reports, examines trainee characteristics by sex, age, schooling, length of employment and unemployment. The following statistics have been arranged to follow the government pattern.

Of the 1100 enrollees, 81% were male and 19% female. Figure 1 shows a distribution of the total population into these sub-populations, which are, in turn, broken down by age, schooling, length of employment and unemployment. Note: although these data show four males enrolled for each female,

1. In the category "schooling, less than eight years," the ratio is seven males for each female.

2. In the category "employment, ten years or more," the ratio is eight males for each female.

This information is noted to emphasize that although the population was heavily male, and even though there is a correlation between years of school and length of employment (i.e., the less schooling, the more years in which to work), the project under discussion had twice as many men in these categories as expected.

By considering each of the male and female populations as 100%, Figure 2, where one side appears to be a mirror-image of the other, demonstrates how similar the two proportions are.

Figure 3 compares the project population with figures taken from data prepared by the Secretary of Health, Education, and Welfare (Third Annual Report). Note that the national figures, reflecting the MDTA program before the addition of basic education, plus a male-female mix approximating a one-to-one ratio (compared to the project's four-to-one ratio), will tend to present the project's data as being more sympathetic to the needs of the underprivileged than shown by the national data. This is not necessarily so, and all that can be safely said is that the project population was older, had less education, a better work history, and a lengthier history of unemployment than nationwide MDTA projects not offering basic education.

As stated earlier, tests were devised for use with the enrollees, and the subsequent raw scores were converted to grade levels approximating the Metropolitan Achievement Test. Figure 4 is a graph showing the grade level distribution based upon 1100 tests. Note that 59% of the population score below a third grade reading level--and for those who do not agree with the method of conversion, 14% could not answer one question and the first quartile score is 8, with a median of 35 out of a possible 68. (The Michigan Employment Security Commission tested a sample of 102 men and found their mean reading score to be 2.7 grades. This compared to the median of 35, mentioned above, converting to 2.5 grades.)

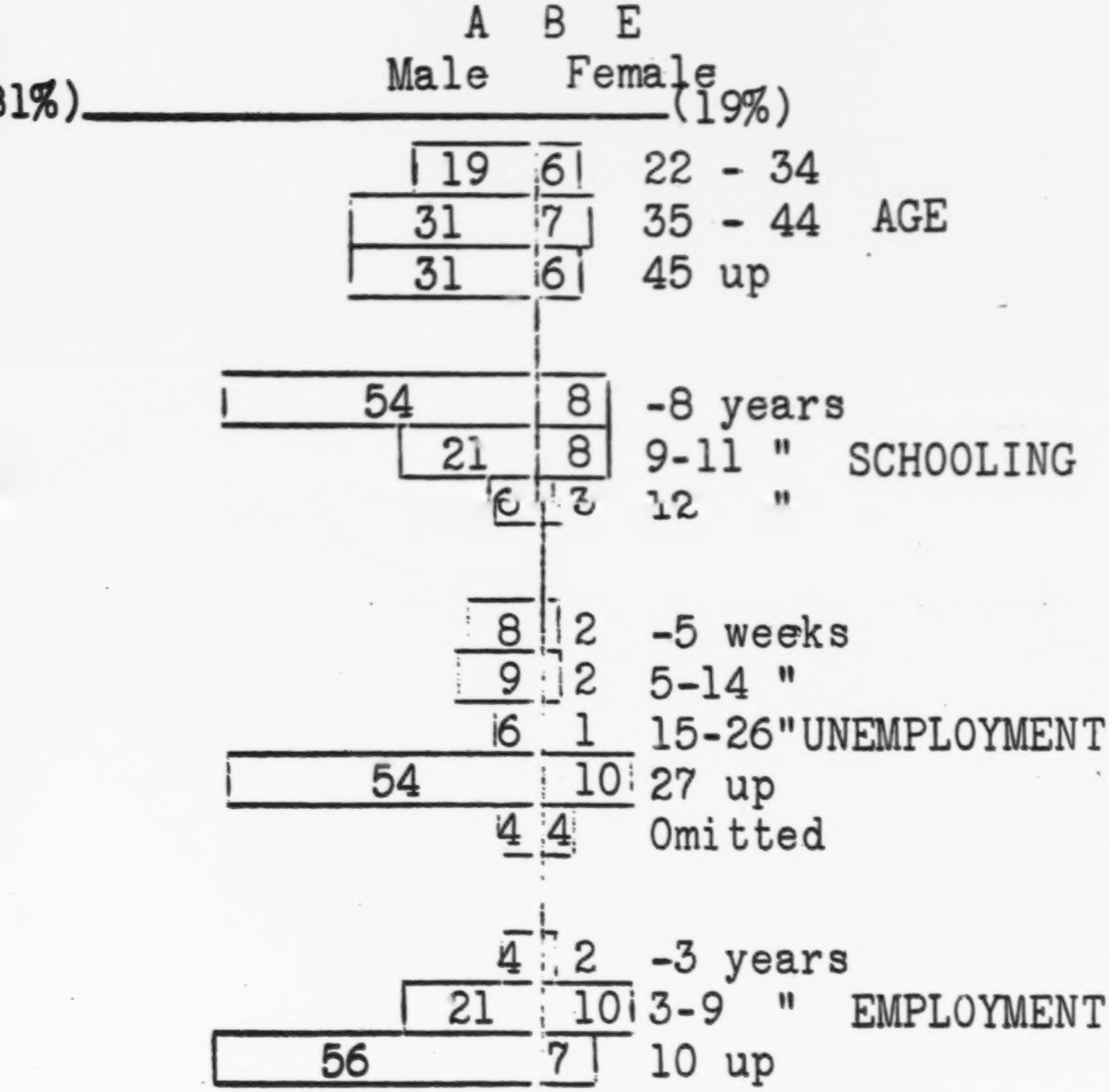
A B E
Male
Female
31%)
(19%)
19
6
22 - 34
31
7
35 - 44
AGE
31
6
45 up
54
8
-8 years
21
8
9-11 "
SCHOOLING
6
3
12 "
8
2
-5 weeks
9
2
5-14 "
6
1
15-26"
UNEMPLOYMENT
54
10
27 up
4
4
Omitted
4
2
-3 years
21
10
3-9 "
EMPLOYMENT
56
7
10 up

Figure 1

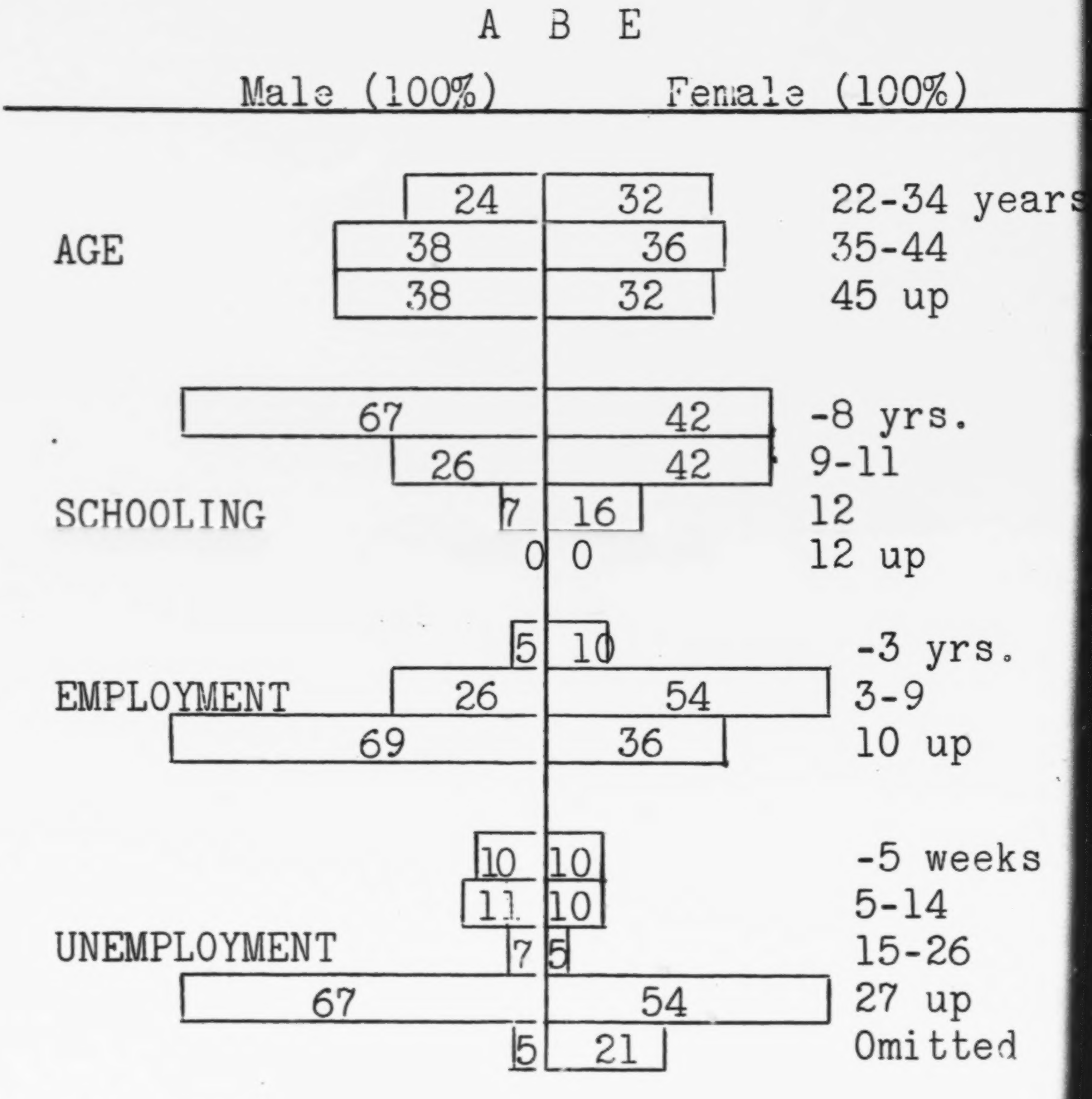
A B E
Male (100%)
Female (100%)
AGE
24
32
22-34 year
38
36
35-44
38
32
45 up
SCHOOLING
67
42
-8 yrs.
26
42
9-11
7
16
12
0
0
12 up
EMPLOYMENT
5
10
-3 yrs.
26
54
3-9
69
36
10 up
UNEMPLOYMENT
10
10
-5 weeks
11
10
5-14
7
5
15-26
67
54
27 up
5
21
Omitted

Figure 2

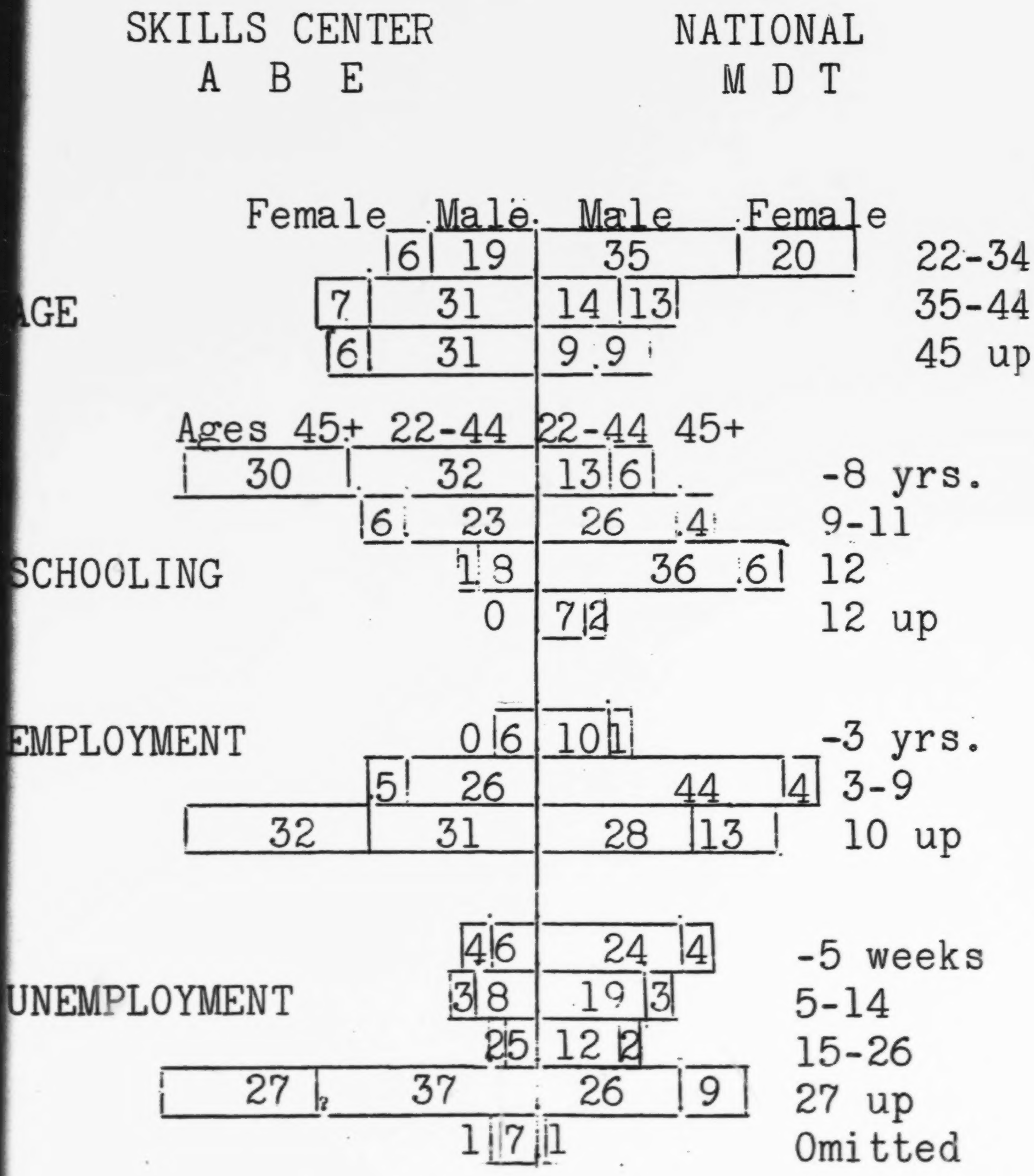
SKILLS CENTER
A B E
NATIONAL
M D T
Female
Male
Male
Female
6
19
35
20
22-34
AGE
7
31
14
13
35-44
6
31
9
9
45 up
Ages 45+
22-44
22-44
45+
30
32
13
6
-8 yrs.
6
23
26
4
9-11
SCHOOLING
1
8
36
6
12
0
7
2
12 up
EMPLOYMENT
0
6
10
1
-3 yrs.
5
26
44
4
3-9
32
31
28
13
10 up
4
6
24
4
-5 weeks
UNEMPLOYMENT
3
8
19
3
5-14
2
5
12
2
15-26
27
37
26
9
27 up
1
7
1
Omitted

Figure 3

READING COMPREHENSION, ABE

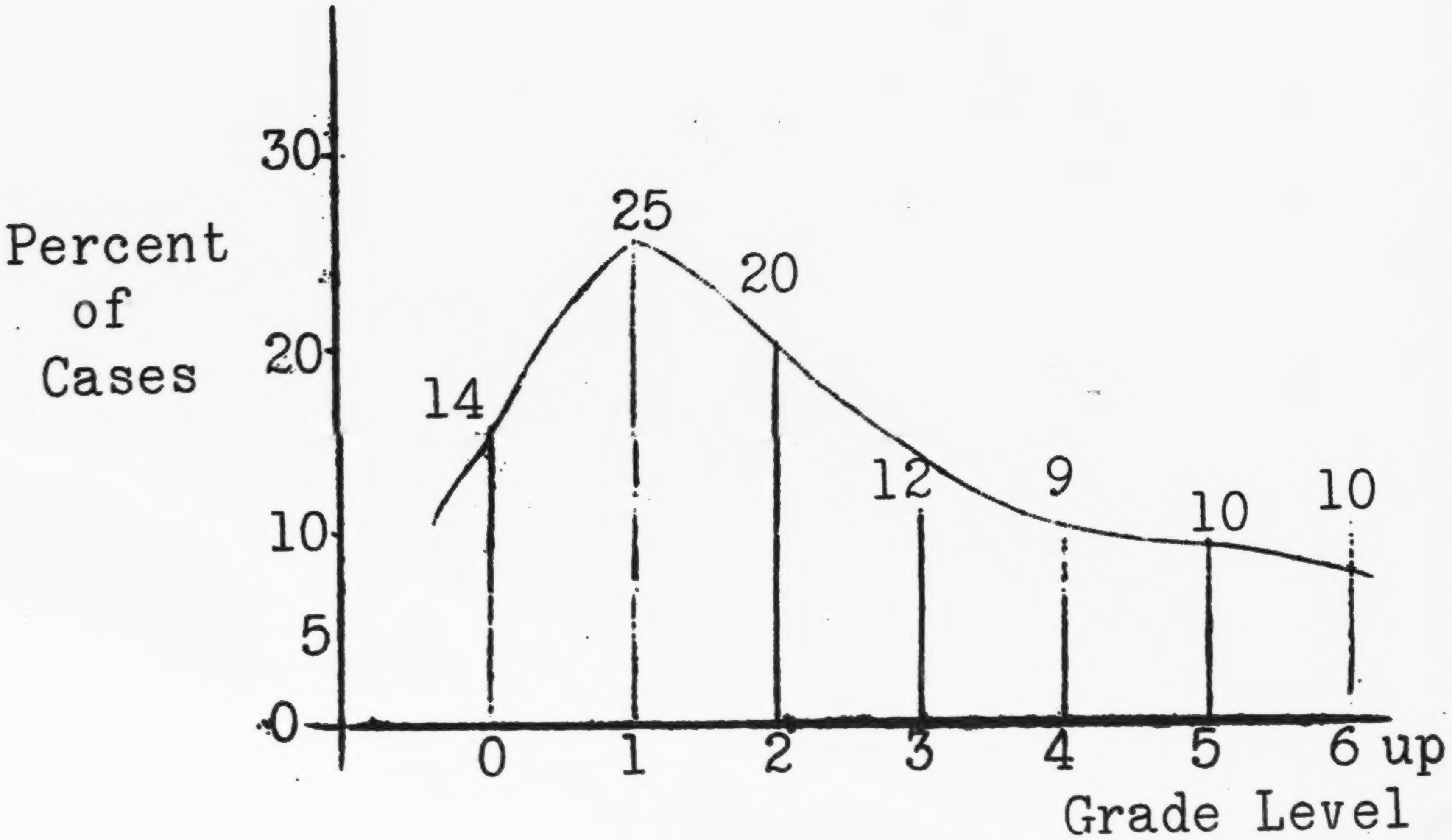

Figure 4

To summarize to this point: the Detroit Public Schools Adult Basic Education Project enrolled 1100 adults. Of this population, the majority were male (81%), over thirty-four years old (75%), had an inadequate education (62%), had excellent work histories (63%), and had been unemployed an exorbitant length of time (64%). True, this was the population requested and that appeared for training. True, this was the portion of America in greatest need of. help. True, the ancient Chinese proverb states that to walk a thousand miles one must take a first step--but when the chips are down, how much can be done with an illiterate adult in (approximately) 200 hours? Is a movement of one or two grades enough in a society where "simple" job-application forms are written at the third grade level? Or where the newspaper is written at the sixth grade level? And have you ever seen an automotive tech manual? Even the direction for mixing detergent in a pail of water involves not only reading, but ratio and proportion as well. In short, what is the true goal of basic education? If it is simply to upgrade the non-reader to a first or second grade level, then it is not enough. If it is anything less than a minimum of a sixth grade competency, then is is not enough.

At the Basic Education Project, we devised a rule of thumb: the chronological age of the adult divided by his grade level (based upon your achievement test) equals the number of months of full-time education needed to bring him up to your sixth grade level (again, based upon your achievement test). For example, the 40 year old adult reading at the second grade level requires 20 months of full-time help, or 1500% more time than given in our Project. Also, inasmuch as our number system is not defined for a zero divisor, the implication is that the adult non-reader will not make it to a sixth grade level of competency--or at least, will require quite a long period of study to get to a sixth grade level of competency.

Assuming that this "rule of thumb" is a reliable estimate of the time required to bring a functional illiterate up to a theoretical operational level (i.e., sixth grade competency), what does this imply for the adult 45 years old and up? For certain, he will require the longest period of academic training, when compared to other age groups. The question as to whether it is feasible to attempt bringing all unemployed adults over 45 up to this sixth grade level seems to be in order. An examination of the project's 45-year and up population, and some of the successful cases may help provide some answers.

Figure 5 examines this population as it appears as 37% of the total. Note that of the total population, 30% of those having eight years or less of school, 27% of those unemployed longer than half-a-year, and 32% of those employed ten years or more belong to the 45 years and over age group.

An even more realistic look is to take the 45 and over age group as if it were 100% and then examine the various categories in this perspective. This is done in Figure 6. Note that from this view, of the total forty-five and over age group,

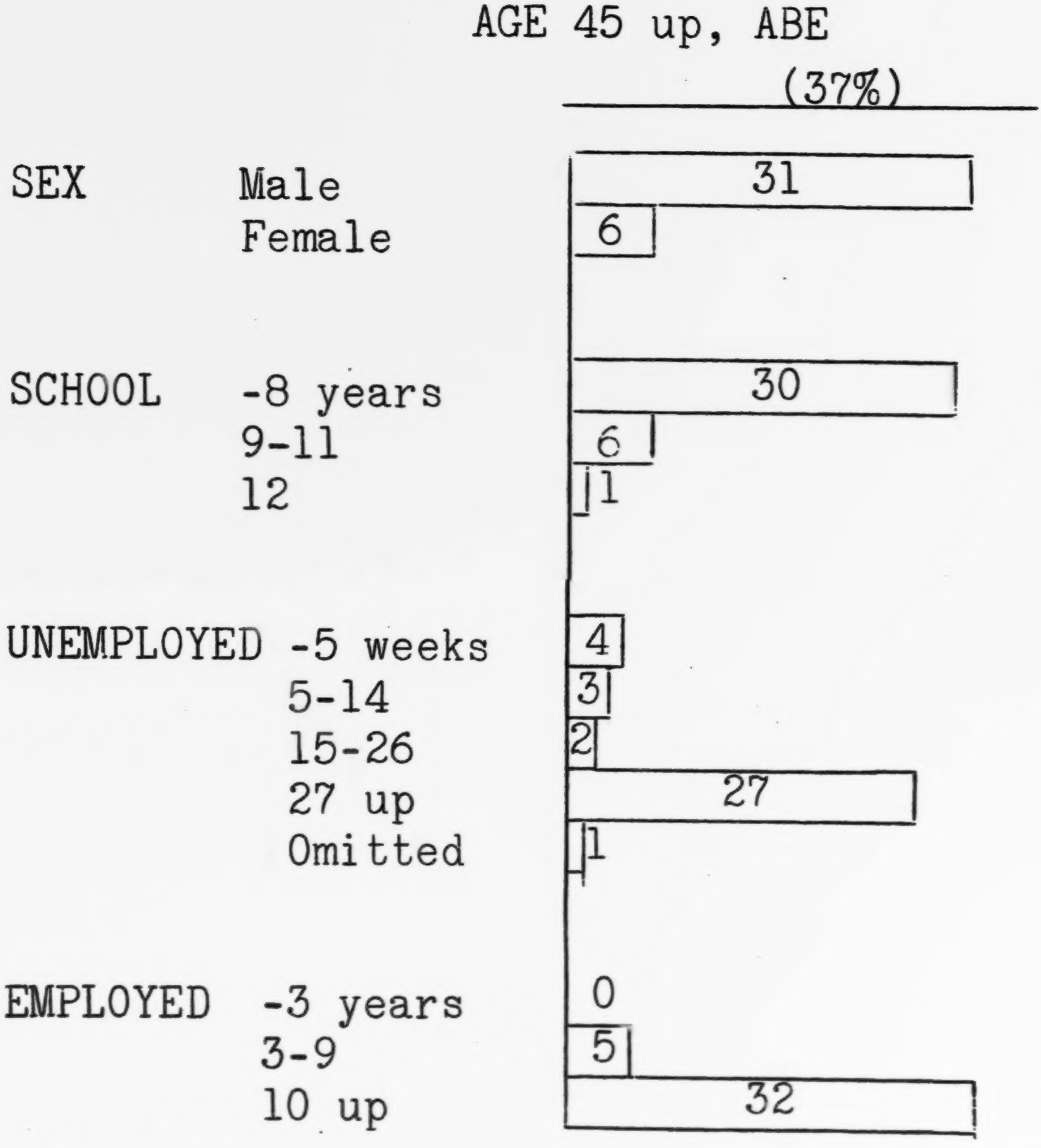
AGE 45 up, ABE
(37%)
SEX
Male
Female
31
6
SCHOOL
-8 years
9-11
12
30
6
1
UNEMPLOYED
-5 weeks
5-14
15-26
27 up
Omitted
4
3
2
27
1
EMPLOYED
-3 years
3-9
10 up
0
5
32

Figure 5

AGE 45 up, ABE

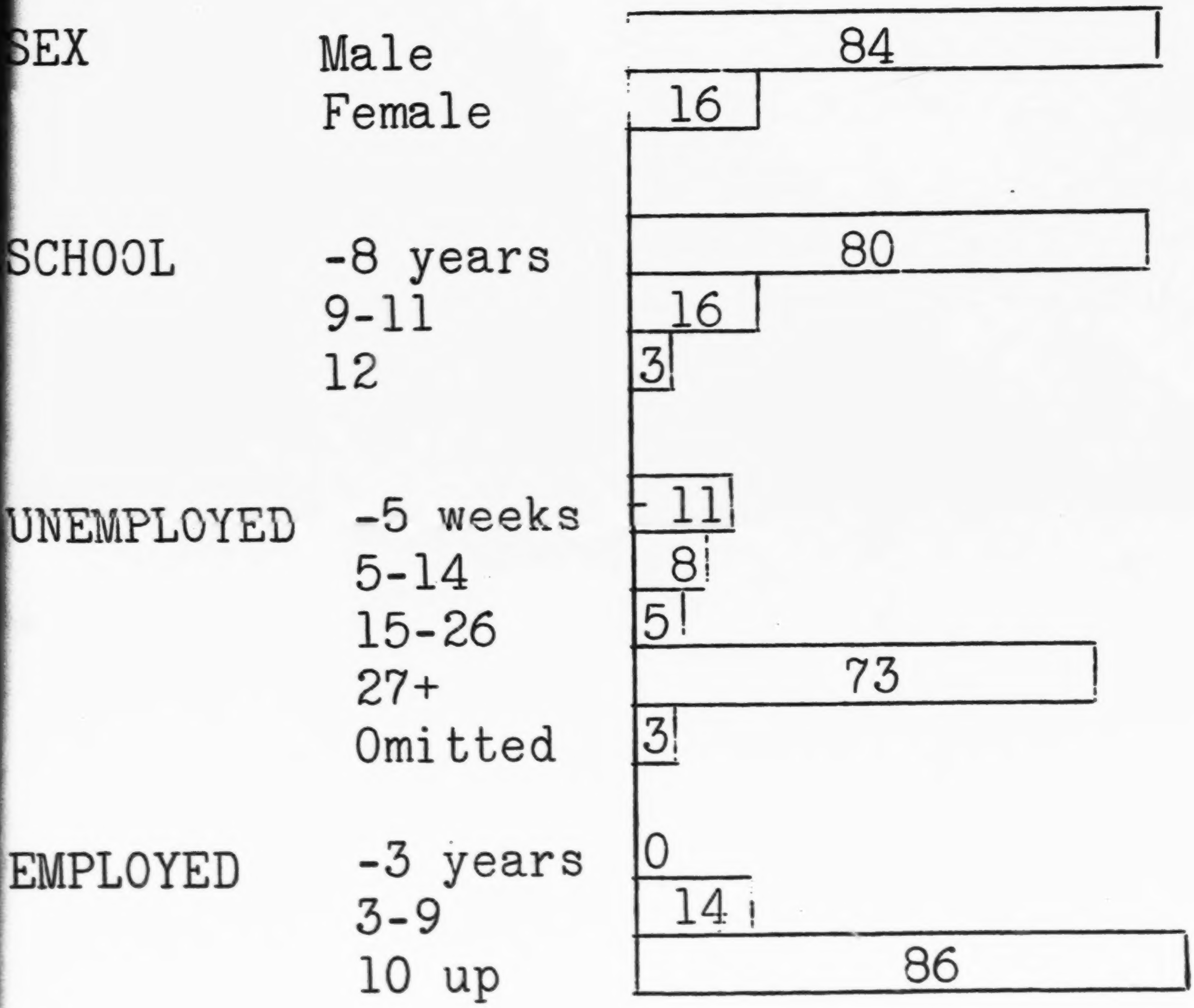

Figure 6

1. 84% are male
2. 81% have an eighth grade or less education (the majority having less than a third grade competency)
3. 73% have been unemployed longer than half-a-year
4. 86% have been employed ten years or more

There is no comment, no analysis that can do justice to this picture; it stands, or rather falls, on its own merit.

The approach taken in this Project was to place the "older" adult into an occupational area that would offer some hope of successful completion of the program, and some hope of future employment. Consequently, a majority of these persons were counseled into the Custodial area and into Used Car Reconditioning; some into Auto Service Station Attendant (by virtue of failing to succeed in the Auto Mechanic program), and Cooking. These are occupational areas that will "allow" a person with limited abilities some measure of success.

Academically, this sub-population was treated the same as were all the other trainees. By virtue of their poor academic background, many of this age group were grouped together in classes. Among the various types of instructional media, some of the more successful were actual street signs found to be common in the City of Detroit, oversize pencils, Arithmetic worksheets utilizing one-inch graph paper to act as guides for writing numerals, and wherever possible, work that could be taken out of the classroom. Evidently, many trainees sought and used outside help.

An example of how basic education can function vis-a-vis with occupational training is found in the Custodial program--a program that contained mainly adults 45 years old and over.

Realizing that many of the trainees directed into this area of employment training would be older, and would resent learning "janitor" work, the Occupationally Related class was constructed to emphasize the positive aspects of the work (e.g., steady employment, wages between $60.00 and $80.00 per week, willingness of employers to hire illiterates, etc.), and to provide fast academic aid. Lists of words commonly used in the field were concentrated upon, tools were labeled and every effort was made to correlate the actual training with basic education. The occupational instructors were men who held full-time positions as supervisors at Detroit's ultra-modern City-County Building, thus adding an extra measure of respectability to this area. The proof of its success is that approximately 200 adults have been trained in this area, with a 70% placement record.

A case study is Mr. W. E., Negro, age 53, born in the South. Reading level approximately first grade. Enrolled in project during November, 1964, left basic education during June, 1965, for eight hour occupational training; terminated because of employment in September, 1965. Reading level when terminated, approximately third grade. Employed by firm specializing in custodial service on a half-time basis, pay $1.50 per hour. Two months later, a large department store, using the service, hired Mr. W. E. for a suburban store. Pay here was $75.00 per week plus fringe benefits and opportunity for pay increases. What adds . much luster to this history is the following: Mr. W. E. returned to the project recently to learn how to clean terrazzo floors. It seems that he had noticed scuff marks on the lobby floor (this was a new store) and felt that if he could find out how to remove them, the lobby would stay nicer. Although there is no provision for this additional training, the instructors were only too glad to help. While here, Mr. W. E. was asked how he was helped by the Project. His words were that, besides the training in Reading and Custodial work, he felt that the real help was in getting the job. You see, Mr. W. E. had been unemployed for over eight years--ever since he had had tuberculosis. As he so aptly put it, "Who'd want to touch an old man who had T.B.?" Yet, he was "trained" and employed. His employers are known for their liberal policies, and, barring illness, Mr. W. E. should be secure on his job. After all, not every employee is concerned with the boss's terrazzo floors. (As an additional note, when Mr. W. E. was hired for the full-time job, he notified his Occupational instructors so that they could secure the half-time job for one of the trainees in the Project.)

On the whole, our feeling is that the Project has been highly "successful," although true success cannot be measured. Over three-fourths of our trainees have been placed in employment upon termination from this program. Data as to their job retention rate is not available. However, the impact of basic education, that is, the involvement with books and "academic" learning, can be measured. For certain, every single individual touched by basic education, and their families, cannot help but be the better as the result of this experience.

Inasmuch as the inclusion of Basic Education in MDTA programs is now one year old, and considerable information has been accumulated from the original 1100 adults who received this fundamental training, as well as the thousands throughout the country, all subsequent programs must reflect the deficiencies found in that year's training.

For example, originally (in September, 1964), the adult basic education phase of the Skills Center was envisioned as a uniform portion of the trainee's day. Consequently, the 1100 adults spent, on the average, six months in a study situation consisting of four hours occupational training and four hours basic education. It is now more fully recognized that not everyone requires the same number of hours each day in basic education, and, for some, there should be a delay in occupational training so that certain minimum abilities may be strengthened. Also, adults who entered the full-time (eight hour) occupational classes were so involved with this training that there existed a de facto denial of additional academic aid.

Therefore, as a means of strengthening future proposals, the following recommendations are made:

1. Adults for whom an educational competency seems unlikely, in the given maximum of twenty-six weeks of basic education, should be screened as to past records of employment in the hopes of upgrading them to meet the current market. In addition, a concentrated program of physical rehabilitation should be pursued so as to offer the prospective employer a sound health risk. It is very likely that the 45-year-old-and-up adult will be a major portion of this group.

2. Wherever possible, the trainee population should be partitioned so as to allow closer scrutiny of those sub-sets not amenable to training in ongoing programs. This would allow the opportunity of examining, for example, the female population, and in particular, the older female, for whom little has been found in the occupational world.

3. Experiments should be designed to determine the optimal time required to train an adult to job-entry level.

4. More on-the-job training opportunities should be available for adults.

5. Inasmuch as many adults are unable to work a full week, and many jobs are half or part-time, some attempt should be made to utilise this "work force." For example, perhaps training can be followed by placement into a labor pool, operated by the local Department of Labor office, from which adults may operate "full-time" on a contingency basis, not unlike those who work full-time through casual labor office placement.

6. Some arrangement should be made to allow for maintaining skills and learning new ones as needed, as in the case of Mr. W. E.

7. Industry should be sold on hiring full-time educators whose responsibility would be offering basic education to those interested employees. By opening up this new market to educators, colleges would be encouraged to involve students in the "new" field of Adult Education.

In Detroit, we have moved towards the majority of these recommendations, plus,

1. Establishing minimum criteria for entrance to the various occupational areas. These may be academic, physical or both. The hope is to be even more successful with the next 1000 trainees.

2. Those enrollees who are illiterate will receive up to 26 weeks of eight hour basic education (a maximum of 1000 hours) before entering an Occupational area.

3. For those trainees in an eight hour Occupational area, "remedial coaches" will be available to work closely with the Occupational instructor in providing aid on an "as needed" basis. For example, some trainees may require no academic aid while others may be asked to take off a few hours each day, or a few weeks, from Occupational training, so that they may be helped over a particularly difficult hurdle.

4. The concept of "Personal Adjustment" has been of importance in the past and the deletion of the term from any syllabus does not imply that it is no longer of any concern. Rather, it is the one thread that runs through all subject matter. However, instead of creating a course entitled "Personal Adjustment," personal adjustment is to be, covertly, a part of each hour's instruction. For example, in the teaching of Reading, material can continue to be oriented towards a better understanding of the role to be played in accepting future employment. Also, it has been observed that adults tend to learn "better" habits from each other, implying that the constant work/study interplay can be best utilized by not delimiting it to a particular class.

And subsequent proposals will reflect newer thoughts in determining the design for future curricula, both basic education and occupational training. This somehow sets the tone for all education: the invariant property of education is its variance--a statement as paradoxical as adults returning to school.

Thank you.

(Applause.)

DR. TAPP: I think you all have a variety of subjects to think about despite the fact that there seems to be a continuity running through, in terms of the kinds of problems and programs, specific recommendations or consensus on suggestions that we would want to make.

We will reconvene at 2:15. That gives you all a leisurely lunch, and provides you with time to think about what you would like to discuss and present to ourselves again for further discussion.

Thank you very much.

(Whereupon, at 12:15 p.m. the meeting was recessed to reconvene at 2:20 p.m. the same day.)

AFTERNOON SESSION

DR. TAPP: I think we are ready to begin. Let me just review with you what the intent of this next period of time is. This really is the time for you to think through with us some of the recommendations or suggestions that you have as a result of hearing this morning's panel and reactions, also.

I am going to begin by letting each one of the panelists either comment or react as a way of beginning.

DR. RASOF: At the conclusion of my paper this morning, I listed some specific recommendations, and I would like, if I may, elaborate a bit.

My recommendation no. 7 was that industry should be sold on hiring educators to offer Basic Education to employees.

Recently, a man from a firm came to see me. He has 200 employees and he would like to upgrade these people. He believes they operate at roughly the fourth-grade level, but he wants to start a program to help his employees somehow to upgrade themselves. He asked, "What can I do that would not be too expensive -- that would do some good?" My recommendation was that he hire an educator. Perhaps he can afford a retired or part-time educator and get a curriculum library in his plant, some nice room set aside where a trainee could come either before or after work, where he could find newspapers, programmed instruction, with the educator somehow consulting and helping the employee along the way.

DR. W. DEANE MASON (Administrator, Kennedy Memorial Christian Home Martinsville, Indiana): Can we interrupt? This is being done in several large industries across the country where they are hiring educators. But I wonder, you would not limit this to basic adult education?

DR. RASOF: No.

DR. MASON: Thank you.

DR. RASOF: A large plant would have everything. Such a development in industry would create a demand for educators and I would like to involve the colleges in producing people with adult-education orientation. I think this is a new field but we throw it to the extension services.

I would like some discussion on some of these recommendations, such as involving the colleges with industry and opening up a whole new vista.

DR. TAPP: If you were to choose just one out of your various recommendations, would this be the one that you would want to put the most emphasis on?

DR. RASOF: I am sorry, I can't limit myself to one thing. That is why they are listed: 1, 2, 3, 4, 5, 6, 7.

DR. TAPP: I think the last one, No. 7, is a kind of viable thing, the involvement of college personnel or educators in industry. In fact is is occurring. I think it is Xerox that has a basic educational research unit now and is trying to work out systems of better classroom environment. Perhaps we can think of the kinds that we would like to put forth concretely.

DR. MASON: I think, Dr. Tapp, the thing he has in mind is not just top level, but something that actually happens where the people are working, so it becomes not just dissemination of information to the lesser branches from a headquarter office, but becomes the function of a professional staff.

DR. RASOF: This is part of it. I am even thinking of student-teaching out in industry. There would be nothing wrong with that. Get the student to work with the older worker.

MISS ANITA VOGEL (Director of Adult Education, Mobilization for Youth, New York City): As you discuss this kind of individual and curriculum-consultant relationship, it would seem to me some provision would need to be made for some kind of small seminar approach, because I have a hunch adults will react better if they can have a little bit of interchange.

DR. RASOF: In fact, built into the recommendation I made to this man in Detroit was the idea that he try to involve some of his own staff, some of the key people at the echelon, to work with some of the less well-educated people -- build up a "buddy" system.

MISS VOGEL: This seems to be an important ingredient, because the workers need the reinforcement of knowing that it is the thing to do; that they are not going to be looked upon as squares, or whatever the term would be.

DR. RASOF: True, but it has to be under the aegis of somebody with background, who not only knows what is involved in the teaching-learning process, but knows something about the material that is available. So much material is available. Every region should have a library we could go to without having to write for it.

DR. TAPP: Would you include a regional library for curriculum material?

DR. RASOF: In Detroit, we are talking about a manpower utilization center involving Wayne State University, extending down to Fisk, involving some fairly high-level people, and a very extensive curriculum library would be part of this center.

DR. MASON: Dr. Tapp, I would suggest that we don't try to develop another agency but make use of established agencies, such as a State Office of Adult Education.

DR. BRAZZIEL: We talked once about using the regional offices of the U.S. Office of Education.

DR. TAPP: I wonder if we could turn to the resource person.

DR. MINNIS: I would like to react to your statement about making the connection between educators or educator-types and industry and put it in a larger context. I think we need continuing discourse, between not only educators in industry but all kinds of professional and non-professional groups that must learn to communicate and work together to get the adult basic education job done.

I would also suggest, in relation to the Detroit situation, that there have been a number of programs there. A program was conducted at the University of Detroit. If Detroit is to have a regional materials research center, at least two institutions might sponsor the center, maybe three. The three-university cooperative program of continuing education might be the sponsor. The University of Detroit might be added.

There are so many varied Acts, funds under which adult basic education can be funded. The people administering the different programs seldom communicate with each other. In many areas, they are trying to reach the same target population. But each law has different provisions and different ways of accomplishing the objectives. There must be some coordination, some understanding and relationships developed at each level, Federal, State, and local. And I would include as target population not only the younger groups now being served, but those in the middle years and those others who have been eliminated from our discussions here -- those over 65. They have tremendous talents there which can be used.

DR. TAPP: We are not eliminating them. We are simply centering, but I think the point is well taken. Literacy, basic education, these really can't be age-defined. If the commitment is to educating the target population, it really doesn't matter if they are 18 or 45 or 65.

DR. BRAZZIEL: I wanted to reiterate what Roy Minnis said about getting these various programs together. I have had the opportunity -- I guess you would call it an opportunity - to work and consult under Title V of the Economic Opportunity Act, the Welfare Basic Education Program, and work and consult in MDTA, both on the national, state and local levels. Also, under Title II of EOA on state, local, and national levels.

I have found many, many times that everybody is trying to get to the same point but using different systems of getting there and that they could use a lot of cross-fertilization.

I would recommend that we urge very strongly that workshops on the state and local level be set up for communication among people administering programs under these three pieces of legislation: Titles II and V of EOA, and the Manpower Development Training Act. This is especially needed where basic education is concerned.

Another thing I was concerned about, I brought out this morning. I think we are going to have to give encouragement to publishers to go forward in the area of tests. As we use and as we develop more of these working-class and technically-based materials to teach basic education, I would like to see us be able to get away very quickly from using the children-based tests to measure achievement. I think the achievement scores perhaps will go up much higher if we can have more tests that are adult-oriented. We have a few.

Now, we are trying to raise achievement levels by using one form of material, and to test achievement levels by using another form of material. The person might know how to do whatever it is he has to do to get along on his job and in his community very well, as a result of what we have taught, but, if we test with a children-based test, a middle-income test, perhaps we won't come out with the right impression. So maybe we have to urge publishers to go forward on that.

DR. TAPP: Yes.

MR. WALTER W. HUDSON (Assistant Director, Division of Research and Statistics, Cook County Department of Public Aid, Chicago, Illinois): I would like to go a little bit beyond the recommendation that you suggested, Dr. Tapp. I think we need a regional office that would handle curriculum library materials and initiate a coordinating effort. But I am sure many of you have had the same experience we have had in Cook County, when talking to groups about the need for adult education. When we get through we have the impression everybody says, "Sure," and then they go about their business. I think the objective of a central authority at a national level to coordinate services might be a good spur in bringing about a much clearer public awareness of the need for adult literacy education.

Particularly, I was interested in Dr. Neff's remarks this morning concerning his teacher-training institute. Perhaps this, too, could take place at a national level, or at least a regional level. We need to look not only at curriculum, but at all phases of the problems we encounter in adult education; we need not only to try to do original research in the area, but to coordinate what other people have found.

I was particularly interested in some of the controversies that developed when Dr. McCalley and I met last in Chicago. With regard to your experience in using "Dick and Jane," Dr. Rasof, I think there is a great deal of conflict and discord over what curriculum materials are appropriate.

May I remark on something else that you mentioned this morning, Dr. McCalley? That was the need for allowances for child care for people who are enrolled in adult programs. What you say is true. When your team came in and studied our plan in Chicago, no funds were available throughout the State of Illinois for child care. At the end of your study, when our first Day-Center opened, we were able to provide child care funds for people going to school full time only, because existing legislation permitted the expenditure of public funds to people who were involved in training and education on a full-time basis. I think you will be glad to hear that the Illinois Legislature in the 74th General Assembly has passed, and I believe Governor Turner has now signed into law, House Bill 1161, which authorizes the use of state funds to pay for child-care arrangements on an evening basis.

Another point, with respect to your report.

In voicing criticism in some of the efforts that have taken place -- and here I think Cook County has suffered the major problem of "firstitis" -- as early as 1962, you were looking around for an expert in the field. Well, there virtually was no field prior to March of 1962. At that time, Chicago launched a massive attack on illiteracy. Since then, advances have been rapid. Legislation has been passed at the Federal and local levels and a great deal of forward movement has been made. To date, incidentally, in Chicago, we have updated, or graduated, nearly 4,000 people.

One final point, and I will give up the floor. When we speak of the upgraded individual, sometimes it is done disparagingly, the idea being that the person needs take only a brief refresher course before he is able to enter into a secondary program. Not the fact. Thousands of people on our public assistance rolls have achieved eighth-grade certificates and high-school diplomas in the past, and yet have been unable to function at a literacy level of fifth grade. The fact that we can now upgrade them to a performing level of eighth grade and better for movement into a high-school program is a notable achievement.

DR. TAPP: Thank you very much.

DR. MC CALLEY: I would like to comment that there are a lot of positive things in the report. These remarks, however, have emphasized the negative. Cook County is to be congratulated; they were one of the first to provide basic education for this target group.

Now, going back to your point, Dr. Rasof, there are some things people can learn through "Dick and Jane." The fact that there were 2,000 people in classes does indicate that people had achieved. But the problem, as I see it, is that many of them will not learn with "Dick and Jane."

DR. MINNIS: Or that that may not be the most efficient and effective way to operate.

DR. MC CALLEY: That is true. What we need if we are going to get the most out of it is materials that will grab their imagination as quickly as possible.

DR. TAPP: I am going to step out of role for just a moment and go back to being a psychologist, instead of a moderator. Something to be said about "Dick and Jane" is that children have difficulty learning from "Dick and Jane" -- not only adults. What we are talking about is entry, regardless of how old the target population is. Some children learn, some adults will learn. The question that has to be evaluated is, which technique or how many of several techniques provide the best kind of payoff, product, in very pragmatic terms, and at the same time serve as models that are identifiable in supportive terms for the learner.

I don't think any of us would toss out "Dick and Jane;" we would just say, "Hey, wait. Let's not make that the only thing."

DR. MASON: Maybe I misunderstood. The thing that was being suggested about "Dick and Jane" was that you had a double-barreled attack with the adult by using another type of material.

DR. RASOF: We had as much difference as we could steal.

DR. MASON: You teach something that is important then, besides just the reading.

DR. RASOF: We had material that others discarded, donated by the Jewish War Veterans, etc. This was all available. We would tell people to take things home. In fact, we would give away donated books. This was one of the finest things, the take-home things. And when it came to taking home books, then the people took home "Dick and Jane" to show what they were learning.

DR. MINNE: Just to carry them, and that is a legitimate social process.

DR. RASOF: Let me say that "Dick and Jane" no longer threatens the Detroit person. It might threaten people outside of Detroit, but "Dick and Jane" is not a threatening book.

DR. MC CALLEY: I don't think it has ever been threatening.

DR. RASOF: I think it has been said that it threatens certain socio-economic levels of people. Someone wrote in the Detroit newspaper, that "you see the woman with the thirty-dollar dress." But I say, no, I don't think "Dick and Jane" is threatening.

But what I was trying to say is that adults will read -- our people, I don't know about other people -- they are anxious to read and get involved and anxious to take thier experience home. Our adults would grab the teacher's arm and say, "Thank you," as they walked out the door. Some people would work eight hours at night learning "shoe repair" and come in overtime at 1:00 or 2:00 o'clock to learn how to read. "Dick and Jane" is not what I want to build my curriculum around, but it hurts me when people will say, "No," this, and "No," that.

What has been done in cognitive styles of learning? With this adult, you have a butterfly, something very rare that you capture only for a short time. Here in Detroit, Merrill Palmer has quite a bit going with cognitive styles. This research could be done.

DR. TAPP: Mostly with the children now, but I think, as I listen to what I am hearing, we are all moving not only toward the interdisciplinary approach suggested this morning but toward a multi-level approach, whether it is coordination of facilities, research, or literature, or teacher-training. We are dealing, as we used to with the child, with the whole adult. In dealing with the whole adult, we not only have to look at various entry points but at various types of materials.

DR. MINNIS: Not just the adult, but the whole of society.

DR. RASOF: This brings in another point. We are talking about being creative and experimental. (Today, anything you do under the guise of experimentation is legitimate. All you need is a stamp that says, "experiment.") But we are moving toward a regular-school approach with the adult. This is nothing to be ashamed of, especially when you phrase it in this word, "interdisciplinary."

MRS. OLIVE WALKER SWINNEY (Housing Specialist, Department of Health, Education and Welfare, Washington, D. C.): My background is primarily community organization and community planning. This is the second workshop I have sat in where it seems to me we are backing things that lack focus and lack coordinative mechanism within any of the structures that we all represent, as far as I have been able to hear.

Is there a Presidential or Federal-level task force operating at the present time on the subject of manpower development?

DR. MINNIS: I can react. There is not a Presidential-level task force, but there is an interdepartmental committee which is serving in such a capacity. Part of the committee, that is a subcommittee, is dealing directly with problems of adult basic education.

DR. MC CALLEY: But still it is hard work.

DR. MINNIS: Darned hard work.

MRS. SWINNEY: Who is represented?

DR. MINNIS: In your agency, Mr. Lavin is on the committee.

MRS. SWINNEY: What other agencies?

DR. MINNIS: Labor, OEO (Office of Economic Opportunity), three or four from HEW (Department of Health, Education and Welfare), and HUD (Housing and Urban Development), are members. There is also a person from AID (Agency for International Development). There are about twelve or thirteen members in total.

MRS. SWINNEY: Now this is -- is this translated into the regional and state and local level in any way?

DR. MINNIS: Such a procedure has been started. This is the discourse between governmental officials, and I am not sure that it is meaningful to the rest of you, but, there is an interdepartmental coordinative effort, in one sense, that has already started. The first meeting was in Atlanta. Mr. Page, the Regional Director of HEW, sponsored the meeting. The Federal Executive Board in the region stimulated the inquiry and action planning.

The same processes are beginning in other regions of the United States.

There is another thing I will mention, which is much more important to the people here: The Office of Education has funded a contract with the Adult Education Association, U. S. A., the national association which represents all community agencies concerned with the field of education for adults. They are sponsoring five regional meetings in the United States to stimulate people with all these kinds of orientation, as well as professionals, to discuss together the needed functions, who best can do the job, where they are located, and how they can work together to do it.

The reginnal meetings are strategy developing sessions, and results from the conferences are yet to be determined.

DR. MC CALLEY: But a lot of good recommendations.

DR. MINNIS: I hope it is more than that.

MRS. SWINNEY: Well, my question then is: How can a locality take the concept now beginning to emerge of manpower development across the board and center and coordinate and focus it in a local community, bringing together the Federal interests, the state interests, the industry interests, the human-resources aspects of this thing at the local level? Is this being done? If not, how can we recommend that this kind of structure be brought into existence?

MR. WILLIAM A. MERCER (Coordinator, Business and Industrial Coordinating Council, Newark, New Jersey): I would like to respond. We have had this problem in Newark. I said something like this yesterday. We were waiting for some kind of coordinating group to give us this information -- "we," meaning our organization which is primarily business-oriented -- it has 150 businesses involved, as well as Civil Rights groups, the range of faiths, et cetera -- plus social agencies.

They set up what was called a "combined coordinated council." This came out of the Mayor's Office. The first thing they said was, "We won't involve the County OEO agency, because that gets into jurisdictional lines." That was left out. There were so many pieces left out that we almost lost our CAP (Community Action Program) agency. The city is just proposing this kind of animal, an umbrella coordinating organization that will have all of these components.

This is a question that I want to ask. I think there is a missing component in most of the things that have been said so far, that is, there seems to be a relative non-involvement of business and industry -- the one area in the community that provides the permanent kind of jobs.

DR. MINNIS: Second only to the Government.

MR. MERCER: What we have been trying to do is get industry and education together. Some of our businesses are going to start this summer to take teachers. This is where we have the problem. We don't know which ones to take. Initially, it will be the guidance and curriculum people, but it has to be across the board.

Have these people work in the plants for the summer at prevailing rates, no more than two weeks in any particular section of the plant, so they can get a broader perspective of the world of work. They get some orientation now at the governmental level -- because, our Board of Education has fifteen programs, OEO, MDTA, Voc.-Education, you name it -- and some of them get involved in all of these things. But we are trying to extend this into industry too. This is the question I would like to ask. We are having a tie-in with the university this summer. The plan is to have a week-end session with the top-level personnel people and, hopefully, the chief executive officers and with members of our organization, to thrash out this problem of equal opportunity employment, upgrading, -- all of the problems along that line, and also the older worker. We were wondering, if we open this up more broadly, whom else should we invite in terms of the educational spectrum? Vocational educational people in New Jersey? Right across the line? We are trying to develop rapport with them. How do you do this?

DR. RASOF: How do you develop rapport? "Candy is dandy, but liquor is quicker." On the back of this little pass-out is our Manpower Advisory Committee. We have industry, labor, militant groups. We get almost anything we want from anyone we want it from.

MRS. SWINNEY: How is that financed and who staffs it?

DR. RASOF: I believe no fee is paid. It is a Manpower Advisory Committee. The people on it represent the Detroit Public Schools, the union, Community Services, Urban League, Chrysler, Citizens for Equal Opportunity, Board of Commerce, Bureau of Apprenticeship, Welfare, Wayne County Nationals, NAACP, OEO, Michigan Department of Education, Building Council.

MRS. SWINNEY: My point is that it is too diffused to be left to a voluntary committee. There should be a funded structure.

DR. TAPP: It sounds like we need not only a depository or repository for ideas, and teachers, and training, but also ways to use community resources; and that, if we are moving toward anything, would it be toward recommendation for a multi-level kind of coordinating agency which is in fact a kind of resource pot. The resource pot talks about research, community strategy, materials, teacher-training, in-service and pre-service training -- just a whole host of things.

Is this where you feel you are all moving, because that is what I hear.

DR. MINNIS: I think there is a problem involved here. I think we ought to face up to and put it out on the table. I like your formulation, but I think we have to make certain that we, as individuals -- if we are leaders or followers, or whatever -- are willing to accept what comes out of it, regardless of whether it happens to be our way of doing things or not --

DR. MC CALLEY: I think, added to that, Roy, is the fact that the kind of development in any given community is so different you can't say that it is "A," "B," "C," and "D," that ought to be involved, because --

DR. MINNIS: The forces and factors are different.

DR. MC CALLEY: They are so different.

MRS. SWINNEY: Is there conceivably any community that has no manpower problem?

DR. MC CALLEY: No.

MRS. SWINNEY: Isn't that your common denominator? Isn't that the purpose of this conference? We need to find machinery that will coordinate all the knowledge, all the skills, and all the technical expertise that I find so impressive. But must we not also coordinate efforts that will prevent wasted manpower as well as advance the field of manpower development?

DR. MC CALLEY: There are communities where there is no CAP that aren't well coordinated.

DR. MINNIS: And the same on the other side.

DR. MASON: Of course, one problem we have is that we are reaping the end-result of our highly specialized training and the fact that we have segmented ourselves. It is just like the State Welfare Office. You have a hard time convincing them that they need to get concerned about adult education. That really isn't their portfolio; they don't know too much about it.

We try, on the state-level, to have an interagency gathering or meeting, but the lines of communication are separated; it is hard to do.

DR. MC CALLEY: In the State of Washington, they have been doing it for years.

DR. TAPP: About a year-and-a-half ago, Bob Hessan submitted a project to OEO on this kind of approach, getting together business, industry, college-education people, publishing and Federal, and we didn't get to first base. I am sure if we submitted something like this now, it would be different. But, we really haven't been ready perhaps to think about it, partly because we didn't have the kind of resources or facilities or definition of the problem.

I think we are now at the point of readiness. Your kind of question, as you can see, has titillated. I think this is an example of the readiness of the professionals now to think about, where do we go from here?

MR. HUDSON: I would like to go back to the point Dr. Mc Calley made. There is very much indication that the current problem of the unemployed has to be met. That is the pressing crying need right now. But in talking about orienting our adult basic literacy programs, specifically and for everyone toward a job training program, I think it is a mistake.

There was an old German philosopher whose name I don't know who made the quip once that if you educate a man you educate a bread winner, but if you educate a mother you educate an entire family.

There are thousands of our ADC (Aid to Dependent Children) mothers for whom it is virtually impossible to become employed, and should not.

DR. MINNIS: You are using the term "employed" as a wage-earning situation.

MR. HUDSON: Exactly. And for these mothers to have an adequate reading and arithmetic skill to assist their children in homework and keeping these kids interested in school is going to save a lot of headaches in the long run.

DR. MC CALLEY: In fact, one thing that came out of our study is that the parents in adult education classes learned for the first time that their children needed a place to study. They never really understood that if you are going to study you have got to have a place for it.

MR. SAMPLE N. PITMAN (United Presbyterian Church, New York City): I am posing a question for the panel which I have not heard today, but perhaps it has been answered. What is the role of the community college in the manpower training of older workers?

I happen to have been associated with a community college group that is just crying for a place in the sun to develop programs that will meet the needs of its local community. I would put to the panel this question: What should the role of the community college be and what type of curriculum could be suggested for such a local community college if it would assume some responsibility in the area we have been discussing -- to accommodate the selected population?

DR. MC CALLEY: May I give an illustration of this. In one county in Washington they had a class for homemakers on the junior college campus. They had not been successful in getting it started before, but when they put it on the college campus it raised the status of that class so much that they had to fight off people who wanted to come. Because a child could say, "My mother is going to college."

DR. BRAZZIEL: Modesto Junior College is doing a fine job in California, a fine job for migrants. You might write to Dr. Patricia Herter.

DR. MINNIS: Maybe it wasn't clear that the adult basic education program in North Carolina is being manned, organized, and carried out through the community college system. This is true of a lot of community colleges in California. It is true somewhat in Colorado and in some areas of the State of Washington. In some places it isn't true at all, and it depends somewhat on the type of institution. If you have a community college that basically is a transfer institution and has this kind of philosophy, they certainly shouldn't be in the adult basic education business, unless they are training non-professional teaching aides or technicians or recruiters or something of that nature. The functions served vary with the kind of an institution.

The American Association of Junior Colleges has this problem under discussion right now, and they are appointing a major committee to determine what their role is in working with adult education and specifically with education of the under-educated.

MR. PITMAN: I need not tell you, sir, that the conflicts involved are almost insurmountable, but where you have a strong dean who is willing to pursue this problem, the thing which has to be grappled with, the problem is half-solved.

The question I was mainly interested in is one of curriculum. You say you have two different types of college population coming in, and you have to either lower the standards to develop an adequate program -- not lower --

DR. TAPP: That is what you are doing, so we might as well say it.

MR. PITMAN: There are some city fathers and college administrators and staff who would not like to see this done. It is really a knotty problem, as you can well imagine.

DR. TAPP: It is rather interesting as I listen again. We have talked about teachers, ranging all the way from non-teachers, dropouts, to community colleges, to university personnel or professors, to in some areas sub-professionals. What really comes through -- it is just like Dick and Jane -- is that it doesn't matter what you use or who does it; it depends on how well they are trained to understand the population they are dealing with and use the materials that are available in terms of combining what could be called technical and traditional education or reading and social skills. That really makes the burden almost larger because it is as if someone were to say, "Look, kids, it is yours. Anywhere you want to hop in you can hop in."

I think one of the reasons we may be staggering around is that the openness of it is kind of overwhelming.

DR. MINNIS: A lot of people want a very fixed narrow channel to work in. It is much more comfortable. May I react to the teacher training? This has been one of the key problems. You have heard Dr. Neff refer to what he did in North Carolina, and you heard him stress the fact that this was basically orientation and that in-service and continuing education for the teachers, teacher's aides, volunteers, was an essential part.

One of the problems that we face nationally is: whom do you get to train teachers? Any time money becomes available there are lots of self-proclaimed experts. Last summer, we helped stimulate the training of teacher trainers. The Ford Foundation funded three trainers-of-teacher-trainer institutes. To secure "the most mileage" it was essential that we have people who had some common understanding of how to train teachers and teacher aides. There were approximately 150 trained.

DR. RASOF: You mean the colleges in this country are not qualified?

DR. MINNIS: That is right.

DR. RASOF: I will fight you outside. Get your coat.

DR. MINNIS: Good. As a former professor in colleges of education and having two degrees in adult education, I am willing to stand here and say that most of our colleges and university cannot do this job at this particular time.

Now let me mention the other situation. The law, as amended, now makes available up to five per cent of the total appropriation for teacher training this fiscal year. This has been defined as key teacher training or lead teacher training. Out of the trained group will come some persons who will develop a degree of expertise which colleges of education, and our departments of sociology, and psychology and so forth go together, even the extension division will be able to employ.

DR. TAPP: It really amazes me and I think Dr. Mc Calley alluded to it this morning, how we have lost perspective. We have faced this problem before. It happened with immigrants. It happened in World War II. If you look in labor education, many of the same problems that we are facing now, labor education was facing ten years ago and --

DR. MINNIS: And still is.

DR. TAPP: And still is.

Since we carry the idea of specialization also to the area of expertise, I would caution us all to go back into our own past, and draw from wartime and immigrant and labor experiences before we start madly looking for new things which may in fact be simply revised versions of something we forgot to check out.

MR. LAWRENCE ZANE (Teacher Training Staff Specialist, MDTA, Department of Education, State of Hawaii): We have talked about what I feel are recommendations, but I am concerned that we haven't pinpointed specific recommendations. We have moved from one subject to another, without any consensus. What are the unique needs of the adult worker--particularly his need for basic education--and how are we to help him meet this need? I am a little worried when I go away with recommendations that I could easily read elsewhere. What I am suggesting is let us agree on what this group can recommend. There have been several excellent points of view that we need to act upon.

For example, we have talked about industry, Dr. Rasof's point of view, and the need for industry to do something. I think this is all very pertinent, particularly for the small business. In my own experience, I have seen big businesses that have all this, teacher training, consultants, etc. But I am concerned with the small business. Furthermore, I would like to emphasize a need for psychologically pertinent material for adult basic education and more emphasis on teacher training by institutions of higher learning.

MR. HUDSON: If I may, I would like to reply with a specific recommendation and to cite an example which supports it. In Chicago we have had industries moving out of the area, leaving behind large numbers of people who have highly specialized skills and no market for them. Some months ago a group of men -- and I cannot identify the industry as yet -- a group of men came to Chicago and said what can we do about providing basic education skills for people who are on our staff now? Because we know in five years we are going to move out plant. We are going to take along as many people as we can, but a lot are going to be left by the wayside.

We have tried desperately in Chicago to get industry interested in training the people who are working for them right now. We run into problems with the union. They tell us that in hiring low-skilled individuals the problem they face is that they have to look for people who are promotable.

Now, in light of this backdrop, I would like to make the specific recommendation. I am not too sure of the structural heirarchy, but off the top of my head I would see a special department or office in the U. S. Department of Labor which would be devoted entirely to negotiation with industry to augment on-the-job basic adult education for their low-skilled employees right now, even though that industry might not be contemplating such a move that we are discussing.

DR. TAPP: Lest you all feel the frustrations of our representative from Hawaii, let me tell you that in a few moments, I am going to break you into small discussion groups or business groups, to bring back one or two specific recommendations. But let me say, I have been taking notes and you have in fact moved in a direction.

MR. JAMES NORWOOD (Assistant Supervisor, Recipient Training, Illinois Department of Public Aid, Springfield, Illinois): I have been listening. I have a comrade here from Illinois who is really holding his own very well, so I found it very comfortable to just sit and take some credit. However, I do want to make this statement, which I think is worthwhile as a contribution, because it may help others.

I represent the downstate area of Illinois which is much less urban, in general, than Cook County. In our adult education, and particularly in the more rural areas, we have found -- as a development since the Greenleigh Survey -- that it has been convenient and worthwhile to develop adult education centers at a hub and to funnel or feed trainees from neighboring or borderline counties. We now have six centers and a couple more may be developed very shortly. We have provided transportation and child care, and, where necessary, we have made arrangements for meals, so the mother and her pre-school children who must be with her can come to the center.

In this way, we are able to meet the need of mothers who may not be oriented toward employment, but who profit from having adult education in family living courses or homemaker-type courses. As was said awhile ago, give a woman an education and you have done something for the whole family. We found early that the truancy of children and absenteeism among school children cleared up immensely when we involved the mothers and the fathers in schools.

DR. RASOF: What is the chance of involving the children with Headstart?

MR. NORWOOD: This has been done as well, but in some communities Headstart has been slow in getting off the ground.

DR. MASON: Dr. Tapp, I wonder if you found peace with either of the men on the end of the table about teachers.

DR. MINNIS: We were being facetious. We planned this in advance.

DR. RASOF: I heard the man from Xerox, and I wish I had bought stock. I wonder what have we done that industry now is selling toothpaste on one hand and basic education on the other. What have we done to ourselves? What have we developed for ourselves? We are cutting our own throats, teachers, fellow members --

DR. MINNIS: Aging people.

DR. RASOF: And when a man of your caliber, sir -- makes statements like this, (that teacher training institutes don't know how to train teachers) perhaps we should stop this aging problem and go out and clean up our own homes immediately. It bothers me to see Litton Industries and Xerox move out of the profit-making field they belong in and go into profit-making through working with our people (i.e., Education) because we just evidently can't do the job.

DR. TAPP: Let me just comment on that, having recently had lunch with the man who was responsible in part for this, the Vice President of Corporate Planning for Xerox. I asked him, "How come you have got that little thing in Rochester and Basic Systems too?" And his comment was -- and it is an extension of yours -- "What are the people in education doing? We have been waiting a long, long time. We can do it quicker, faster, and better." They have taken the on-the-job suggestion that was made this morning.

DR. BRAZZIEL: This was a vacuum.

DR. TAPP: Really, I think we have been walking around this.

DR. MINNIS: Let's put it another way. If we can't compete as educators we had better get out of the business.

I mentioned one project. This wasn't the full story. The second thing is that we also funded another contract to get all of the professors of adult education that represent the colleges of education in this field together. This was one approach, to plan cooperatively as to what they were going to do to staff adult basic education programs for the future.

And the third thing is that we are working right now to have teams of people come from the universities that do not have adult basic education training in their curriculum, sprinkled with others, to see if we can start some new professional training programs.

DR. TAPP: Could we throw one other group in, and that is the publishers who are writing or contracting for the writing and working of these materials and frequently do not involve either the target population --

DR. MINNIS: This is what we started on three years ago.

DR. MASON: I don't know how far you have gone with that, but when you talk about adult educators I hope you do not limit it to the university campus, because professional adult educators are working in a number of fields.

DR. MINNIS: This is the reason for the regional meetings around the United States. But you can't do everything with every contract.

MR. EARL KAUFMAN (Director, Council on Aging, Lexington, Kentucky): As I have been listening to the many suggestions about getting the job done, I wonder if we might think a little bit of how we can plug into the structure of universities. We have at our university a Council on Aging, which is an official agency of the university created by the Board of Trustees to express the interest of the institution in the problems of older people. Now, when we begin to talk about training older people it seems as if such a Council might be this "plug in" spot where we can make contacts with universities. If this should be true, then maybe similar Councils would be useful in other institutions of higher education. And by the way, these are coming into being. What I would like to point out is that thus far there has been very little recognition of these kinds of agencies and very little support of them. Dr. Minnis, you were talking about having the adult educators assume some responsibility in the field of aging. Have you ever thought about using people who represent agencies such as our Council?

DR. MINNIS: Yes, we have, and we have worked with them in past years very actively. Right now we do not have a person to manage that kind of thing on our staff, but it is a function of our particular staff for educational activities, in the Office of Education.

MR. MERCER: I still think that you haven't talked too much about how you can help business and industry join this whole fight, because I think they ought to be more involved. But in the involvement I would hope that some of the things that have happened in Newark are not repeated. I am going to give you shortly three quick examples of what has happened.

We had a seminar on this whole business of a commercial standardized test and how you recruit particularly minority people. We invited participation from all over. We got several industrial psychologists, primarily from business and industry, but we didn't get any panelists from the schools. So when we had this all-day seminar, we got attacked in the press for bypassing the schools.

DR. RASOF: You didn't invite the schools?

MR. MERCER: We invited the schools. We invited them to join the committee too, but they didn't join the committee. But this is problem number one: relative non-involvement of schools with business and industry. The good part about it is that now they are sitting down together cooperatively.

Another thing, we set up a clerical skills training school. We had difficulty setting it up under MDTA, so we had a good corporate citizen fund the course. Our organization handled recruitment and selection and the testing of the people going through the school. Out of the 35 who started in the first class, 30 were unemployed. This is all women. This is clerical skills training. We had as our trainer a person who had retired from an insurance company. He had taught in industry -- all the machine operations, et cetera -- but he didn't have any kind of academic credentials as such. He had been doing this for thirty years -- in insurance work, training as many as 300 girls to do office procedures. When he retired, we hired him to handle our class.

The Vocational-Education people said, "He can't teach this course because he is not certified. We can give him certification, but it will take a little time." Well, we chose not to take the little time, and we got all the women involved. We skirted the issue, but this left a little bad taste. All the women had their membership paid in the "Y" and we proceeded under the assumption that a membership organization can teach its membership most anything without certification.

DR. RASOF: Who is your public relations man -- Hitler?

MR. MERCER: No, it was a bad taste, but they could not understand the situation. It slowed down the process.

We tried to engage the schools so the course could have some key punch training and training for some of the other more critical skill shortages in the Newark area. We were talking about curriculum, and a local insurance company wanted to hire somebody who could fill in this gap by setting up an evening program similar to the daytime one at the "Y." They went to the schools, and they got an expert who wrote a curriculum, sort of without anybody being involved, and consequently his proposal was torn to pieces, because it didn't have some of the things you are talking about, the knowledge of the target population, and he didn't consider some of the things that had to be brought out, other than strictly the academic side. So here again some business people cautioned about involvement of the schools.

Just one other thing relative to this whole business, and also the community college situation. We don't have a community college setup in New Jersey and we thought a program should be undertaken to join a university with business.

DR. MINNIS: It is coming fast.

MR. MERCER: Thank God. But we tried to get a university involved to handle this weekend seminar, and because of educational pressures and debate over who was to have authority for conducting it, it became so cumbersome that business washed their hands of the whole thing.

DR. TAPP: I wonder if we can use this kind of experience and as some others we have heard about today, and work them into specific recommendations. Are there any other questions or comments or reactions before we break into smaller groups?

MRS. SWINNEY: I can't let this battery of educators get out of the room without asking this question: What has been your judgment about using the threat of withdrawal of public assistance as a stimulus to adult education?

DR. TAPP: As the moderating educator and psychologist, we don't use punitive measures with children as good practice.

DR. MC CALLEY: I am not an educator, but from our experience with the States if you have well setup classes, with good teachers, the people are so delighted to come that you don't have to do this. We know this from the experience in the field tests we are doing. The enthusiasm in those classes is almost breathtaking.

DR. RASOF: I will second that.

DR. TAPP: It goes back to the psychological atmosphere, I think. Some of the materials, especially in Cook County, are stamped "Division of Relief."

MR. HUDSON: That is no longer being done. This came to your attention and we felt that it was a terribly bad practice --

DR. MC CALLEY: But it had been going on since the 1930s.

MR. HUDSON: Since the 1930s.

DR. MINNIS: But you didn't use it, really.

DR. MC CALLEY: Oh, yes, they did use it. In 1962, 1963 --

DR. MINNIS: They were saying that, but I understood that they weren't doing it.

MR. HUDSON: Dr. Mc Calley's study related the problem of enrollment and attendance to this, and pointed out in one of the tables that 84 per cent of the people would continue going to school regardless, and half of that, 40 per cent, said they would go even if they had to pay their own tuition. So there was some stimulation there, and they were excited about it, and they felt that they were learning and that they could see some real hope for themselves in the future.

DR. MC CALLEY: In the State of Washington they asked the question of men, and they said that the threat of relief withdrawal helped them only in the sense that if their neighbor asked them why they were going to school, they could say, "We have to go."

MR. NORWOOD: I would say that we need to qualify this statement somewhat when we say that if they don't go to school the funds are withdrawn. This is not an absolute. But there sometimes appears to be no satisfactory or acceptable reason why the individual should not be going to school: If he refuses merely because he can't be motivated and can give no logical reason, then this is the point of application. Further than that there have been, I would say, not too many situations that have gone to this limit.

We find also, though, that once the hurdle of this point of compelling them to get into training is past, in almost every case, they are glad they have been herded into school. In instances when they no longer have eligibility status, if schooling and training can be continued they do this on their own. So this isn't as bad a feature as it may sound.

DR. MULVEY: Have any of your studies indicated increased use of the public library as a result of the adult basic education classes, and isn't this one criterion to measure success?

DR. RASOF: We had a very funny thing happen. On my card I went to the library and took out one hundred books. We opened up a little library and we lost thirty books. They were nice enough to get me off the hook. It was an experiment, but somewhere in Detroit thirty families each have a library book. Your public libraries can provide this service. I really would love to see the plants open up curriculum libraries and make use of the public libraries. This can be done.

DR. MULVEY: How much of an effort is being made to encourage the illiterates to take out library cards?

DR. RASOF: In Detroit, if they are in the MDTA program, even if they live out of the city, they get a library card.

DR. MINNIS: This is spotty. In Kalamazoo it is a very active part. Kay O'Brien up in New York is working very actively and there are a number of these developments. If you talk about universal application across the United States, it is just barely beginning.

DR. MULVEY: This is one very important aspect of educating mothers.

DR. MINNIS: Right.

MRS. ERSA POSTON (Director, New York State Office of Economic Opportunity, New York City): I just have two short points. Dr. Mulvey, on your last point, it might be well to say that on February 8th and 9th at West Point the New York State Education Department library extension service is holding a conference with community action anti-poverty program agencies and all related groups to look at the whole anti-poverty setup and the distribution of materials, development of new materials, and the general overall use of the library, the extension services, the mobile units and all. That might be one answer to one of the sensitive areas in which we find our library services becoming involved.

You have discussed it, but it still is one of the things that bothers me, Dr. Minnis, when we are looking at the full utilization of available funds under all titles -- This goes back to Dr. Brazziel -- Title V, MDTA, Basic Education titles and provisions and other Federal-funded programs for Adult Basic Education.

DR. MINNIS: Community work and training?

MRS. POSTON: Yes, sitting in my position trying to figure out how to coordinate all of these anti-poverty activities in a state. For example, we got cut back a million and a half for adult basic education under EOA, when we are over-enrolled. Yet, there are, as you know, several other Federal agencies administering adult basic education projects where funds are still unexpended. Is there any thinking at the Federal level of how do you put all these programs in one package and coordinate it from the source of funding?

DR. MINNIS: I think you are coming very close to a recommendation and you might want to make it that maybe all of these different components need to have the same conditions tied to them, and maybe eventually you will get to the second stage that they will all have the same leadership or combined leadership, but that doesn't happen very fast.

MRS. POSTON: There is one problem in our state now and you are going to get a group of protests by four o'clock today about the EOA cutback.

DR. MINNIS: It is already coming.

DR. TAPP: According to my notes this is the third time that this has come up -- a movement toward coordinating or funding or acting as a national agency.

MRS. POSTON: With some central authority.

DR. MINNIS: I know about five agencies that want to be that national authority.

DR. TAPP: We'll have one more comment here and then I am going to arbitrarily cut you off, only because I think it will be more economical to have small groups of you write down one or two or three specific recommendations.

MRS. THELMA M. CORNISH (Supervisor of Adult Basic Education, Maryland State Department of Education, Baltimore, Maryland): My comment is that we have had a communication from the Public Library Division of the American Library Association addressing a statement of policy to state library supervisors and asking them to relate to the role they can play in adult basic education. Just last week our state supervisor of libraries held a workshop in which librarians, both public and private all over the state, were called together to explore ways in which libraries could increase opportunities for people of limited reading abilities and could cooperate with the adult basic education programs in their communities to see that the functionally illiterate would use the library services. I am sure the same is being done in other areas as well as in Maryland.

MR. MERCER: One quick comment. Our Newark Public Library has asked all agencies involved in training and retraining to send the material to them and they will reprint it and collectively send it out to all the agencies.

Secondly, one of the things that we are giving the mothers in our clerical-type training course is a membership of the Newark Museum and the Public Library.

DR. TAPP: One last breather fromthe panel.

DR. RASOF: No comment. It has been wonderful.

DR. MULVEY: Maybe we should have a White House conference on adult basic education.

DR. TAPP: Let me now, with the help of our recorder, review very quickly what I think are some of the things you have talked about. We kept talking about the involvement of education, industry, and the federal government, in terms of job education, training, et cetera, and in terms of the basic literacy problem. This is again recognizing the multi-level problem.

I suppose if I were to summarize it, what I kept hearing is that we need an interdisciplinary approach to a multi-level problem.

DR. MINNIS: Beautiful.

DR. MC CALLEY: Define your terms.

DR. TAPP: I wouldn't dare. I think this is the direction in which you are moving. You are talking about a national agency. You are talking about the psychological climate. You are talking about a variety of materials. You are talking about what else?

I guess that is really about the way we have been moving. You are talking about strategy and how one goes about it. And what we really need to do is to move toward specifics.

There is just one other thing that did keep coming through. That is the concept of continuity of models, the fact that we really are as concerned with parent orientation as we are with job orientation, because of the future generation. I think that is important.

With that, let me do it this way.

(Whereupon, at 4:05 p.m., appointments were made to the separate discussion groups.)

(4:30 o'clock p.m.)

DR. TAPP: I should have three stimulating, productive, erudite, all-encompassing specific recommendations. So could I have from the three groups the recommendations and then when you have read them, will you hand them to us? We will then take them to Mr. Odell, after looking at them and adding perhaps one or two of our own that come out of the conversations that we had earlier this afternoon, and then Mr. Odell tomorrow morning will take all of our thinking and put it together with reports of the other groups and present it to the floor, and you will be able to hear where we fitted into the other patterns.

The first one here.

MRS. VOGEL: We came up with four. You can have your pick.

1. The need for a centralizing agency for adult basic education on the federal level.

2. We must attempt to involve the working population in education for self-upgrading from whatever level they currently find themselves at. The universities might be the logical instigators.

3. There is a need for a curriculum laboratory and resource center with federally-supported resource persons in all large cities and, in rural areas, in accessible regional centers. The resource material needs to have variety and appropriateness for different kinds of adults and different area needs, including the special needs of agriculture workers as well as urban adults.

4. There is a need to amend Title II (b) to include secondary education.

DR. TAPP: Thank you. If that doesn't shake them up, I am sure the next ones will.

Could we have the second grouping?

MRS. SWINNEY: In Dean Mason's group we said there must be an organized mechanism, established in each locality, to achieve focus and coordination of the many programs, approaches and disciplines involved in manpower development and the older worker.

The objectives of such a coordinating body would be fact-finding, identification of local manpower problems and needs, and bringing together groups, disciplines and resources into the centralized planning of program and the setting of priorities.

Another recommendation was a request that the Department of Labor set up a separate office for the purpose of educating and involving industry in educational programs of their own employees, working with other local groups and resources to accomplish this.

DR. TAPP: Thank you very much. *

That concludes Panel I. I have enjoyed it, and I thank you for your cooperation and for your discussion, and we will see you later.

(Whereupon, at 4:33 p.m., the meeting of Panel VI was adjourned.)

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* Because its recommendations duplicated those of the first two groups, the third group's report was dispensed with.

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